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IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANISATION



IB WORLD

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On the cover:
Flags and diplomas
from the world's first
international school, in
Geneva, Switzerland.

Region feature begins
on page 12.

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CLASS NOTES

HAWAII'S SUPER STUDENTS

by Debbie Sokei

Christian Taubman expected to do well when he took his first Scholastic Achievement Test. But he didn't expect to get a perfect 800 score on the verbal section of the college entrance exam. "I eliminated several answers and I got lucky. I had a feeling I made the right choices," Taubman said. "I was certainly surprised." According to the College Board office in Evanston, Illinois, a perfect score on the verbal section is rare and does not occur as frequently as a perfect math score.

Taubman, 17, a senior, has been accepted to Harvard University this fall. He got his acceptance letter just days before Christmas and is deciding where he'll pursue his studies.

"He is thirsty for knowledge," said Gareth Russell, International Baccalaureate adviser at Mid-Pacific Institute. "To get an 800 on verbal in Hawaii is a rare occurrence," said Russell. "It boosts the motivation for other students. It can be done."

At Mid-Pacific, Taubman is taking college courses and will graduate with an International Baccalaureate



Christian Taubman

reprinted with permission from the *Honolulu Star-Bulletin* in Hawaii, the USA

Ed. note: Christian's school notes that he managed the top score despite mononucleosis last year, a tonsilectomy earlier this school year and hours of practice for national and international sailing competitions. Christian is also a member of the engineering and physics teams, participated in the statewide Model United Nations conference and serves as president of the school's Pacific & Asian affairs council.

diploma. The diploma will allow him to study abroad. "Every year my grades have been getting better. School gets more interesting and I get more interested in my classes," Taubman said.

He moved to Hawaii two years ago from Australia with his parents, John and Veronica, and is an avid sailor.

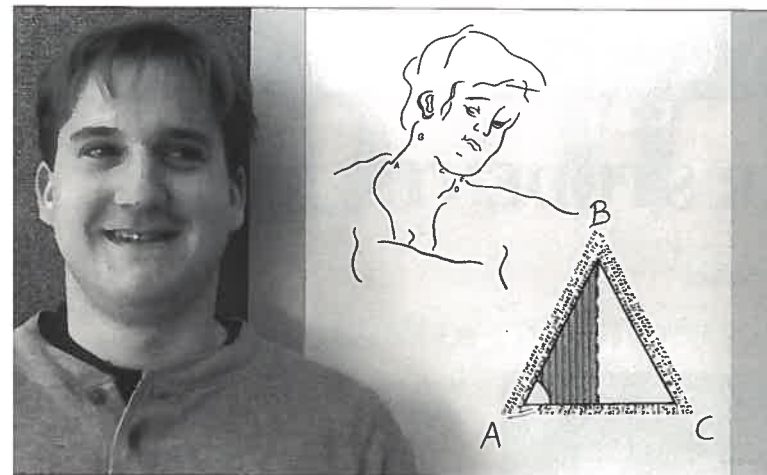
YOUNG SYDNEY

Three art students from Sydney, New South Wales, Australia, have successfully used their mixed cultures for inspiration. Sascha Suchanow, Emma Tammaoki and Sönke Roth, students at SCECGS Redlands were recently granted their diplomas; Emma is the first Redlands student to receive a score of seven out of seven on her International Baccalaureate art/design exam.

Emma and Sönke produced 20 to 30 art pieces for the higher level course; Sascha produced 10 to 15 pieces for the subsidiary level course. Sascha, in Australia for two years, was building his knowledge of Australian artists but his German background was still evident in some of his works: his lino cut "Der Kuchentisch" and sculpture "Metzger Hosen". Many of Sascha's works dealt with his domestic environment, using interiors and the human figure. Sönke was influenced by a range of artists, from Brett Whiteley, John Brack and Norman Lindsay to those of the Art Nouveau movement. His work reflects his interest in people trapped between cultures, particularly indigenous people such as Indians and aborigines. Sönke has tried to capture non-visual elements in his images -

Emma Tammaoki 'Japanese collage' May'95





Sacha Suchanow
'Posterior triangle'
May '95

Sönke Roth
'Whiteley appropriation'
May '95

music, movement and emotions. Emma's artworks were inspired by her studies of Cubism and research on artists such as Andy Warhol. Emma was interested in the way Warhol eliminated unwanted features while retaining distinctive characteristics. Emma also incorporated her Japanese cultural background in her works, exploring media and colour for emotional expression about the subject. "Journeys in life" is a portrayal of her bi-cultural upbringing. It includes Japanese and Australian architecture, landscape and Japanese text.



LOOKING BACK

Two former students from Impington Sixth Form Centre, Cambridge, England, reflect on what they gained from the International Baccalaureate experience

by Jacqueline Maughan

When I was in the final year of the International Baccalaureate (IB) I often wondered why I had voluntarily opted for the demands of a six-subject programme instead of A-levels. The IB is a highly demanding course but it has opened doors for me that might otherwise have remained shut. I chose the IB after attending an English language international school in Madrid. My childhood was spent almost entirely overseas; it left a mark, showing me the value of learning about different cultures and the role education can play in this.

I believe that the surroundings in which you work are partly responsible for the results you achieve. Impington has a large green campus and accommodates a relatively small number of students. The community atmosphere means that all students are particularly close, forming a support network in times of work crisis. The equal numbers of overseas and British students integrate with considerable ease in a natural and relaxed atmosphere. Impington certainly promotes the aim of international understanding - I formed close friendships with people from Scandinavia, Poland, Spain, Bosnia, Hong Kong and Britain, to name but a few.

The IB's balance between the arts, sciences and humanities proved a major attraction because it enabled

me to pursue my favourite subjects to a high level. I chose English as my first language, given my interest in different genres of literature. My desire to maintain my fluency in Spanish made me take it at higher level. I also jumped at the opportunity to take social anthropology, for this subject is offered by very few IB schools. It embodied the objectives of the IB for me by making students analyse different social structures, cultural ideals and identities. However, it made me realise that there often is no set *right* or *wrong*, merely a difference of opinion.

One of my teachers once described the Theory of Knowledge (TOK) course as an umbrella that loosely combined all the different courses. The fact that it is obligatory means it is one of the only places where all students meet to discuss different opinions and exchange a number of ideas, often culminating in heated debate. It not only taught me basic philosophy, but also allowed me to explore topics ranging from logic, the roles of science and religion, to the relative quality of my taste buds!

Six subjects meant that organising one's work was vital and the demands of meeting tight deadlines was at times very trying. However, Impington's policy of monitoring every student's progress ensured that I kept on top of an extremely heavy workload and teachers were always more than willing to help with any problems. Similarly, I benefited from the excellent facilities when I started Creativity, Action, Service (CAS); this ensured that work did not overtake my life completely and I dabbled in hiking, cookery, drama and local community service.

I would not have identified my academic and personal strengths as quickly had I not taken the IB. In terms of my present studies, I feel at a tremendous advantage. Adapting to the academic demands of university has been less of a struggle thanks to the emphasis the IB placed on independent research, particularly through the extended essay.

Jacqueline Maughan was an IB student from 1993-1995. She is now studying Chinese at Wadham College, Oxford.



By Jessica Reinisch

I came from Berlin to Impington without any plans for the future. I was looking forward to the International Baccalaureate (IB), although I did not really know what to expect. I took advantage of the varied range of subjects, which would not have been possible with A-levels or their German equivalents.

The courses reflected my interests - art and English at higher level, and German and social anthropology at subsidiary level, with the exceptions of biology at higher level and maths at subsidiary. I chose to take biology at higher level despite the fact that I strongly disliked all sciences and could not see their relevance for me as an *arty* person, but I thought that my qualifications for a German university had to include at least one science at higher level (this is not the case after all).

After a period of determined struggling with biology and maths I realised how much I was getting out of these lessons. I actually began to enjoy biology; I understood its relevance for the first time. It made me begin to see the world as an interconnected whole. My subject courses fitted together like pieces of a jigsaw puzzle and many topics ran parallel to each other in the different subject areas. Maths and biology, for instance, helped me look at

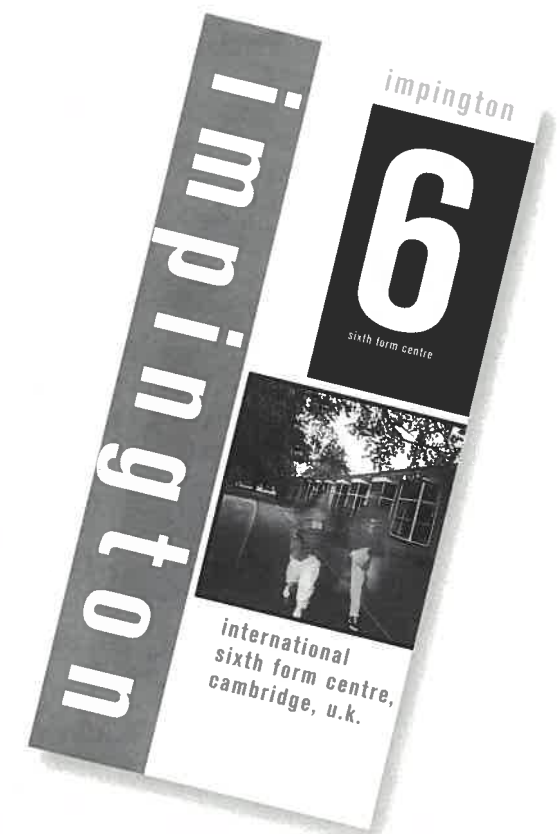
art quite differently. I discovered new fields such as scientific illustration and geometrical art. I found many parallels between biology and social anthropology, which were reinforced by English and German literature. Somehow all these loose ends came together in Theory of Knowledge. This interdisciplinary and multidimensional approach was the most influential part of the IB. I have gained if not an understanding at least the drive to understand different, sometimes conflicting views of the world.

Many projects and essays were open to my interpretation of subject boundaries. I worked on the mathematical and geometrical basis of the art of MC Escher in mathematics. For this, in turn, I used the sociological backbone of Levi-Strauss' structuralism. I had the chance in biology to look at the nature/nurture debate using genetic evidence, and in social anthropology using social evidence.

The IB's critical approach has made me aware of the problems created by a clear-cut division of fields of knowledge, especially between the arts and sciences. Having just been introduced to so many new and exciting perspectives I found it initially very hard to make a decision about future studies. I decided that I do not want to specialise narrowly just yet.

The IB has not made me a new person but it introduced me to new, exciting people and made me aware of new ways of looking at the world. It has changed my way of seeing not only myself but life around me.

Jessica Reinisch was an IB student at Impington from 1993-1995. She will begin studying human sciences at Somerville College, Oxford in October 1996.



IB LEADS TO DREAM AWARD

by Felicia Agyeiwaa Akuoko

Ed. note: Felicia attended Wesley Girls' High School in Ghana as a boarding student for five years in order to prepare for British O-level examinations. She studied fine art, despite a strong interest and good skills in science, particularly physics. She passed her O-levels with distinction and was active in several sports as well as music.

As far back as I can remember fashion has intrigued me. Upon completion of my O-level course, I wanted to study fashion but I did not get the opportunity to do so. I therefore decided to join the International Baccalaureate (IB) programme in Ghana at the SOS Herman Gmeinner International College. I am proud to say that I was a member of the pioneer graduating class for this programme. The course was very demanding but gave me the ability to work under considerable pressure. The IB programme had a broad-based curriculum with emphasis on subjects of one's choice, which was just what I wanted. Another reason for joining the IB programme was its dedication to community service through creativity, action, service (CAS) activities. I got the chance to take part in various community service activities including visiting and cleaning children's homes, hospitals, and refugee camps. The interaction with people less fortunate than myself taught me the value of serving others, being appreciated and appreciating life in return.

The international community in which I lived during the two years of the IB programme exposed me to different people and cultures. This has helped me to understand others different from myself and to live with them in harmony. I was appointed house prefect and school comportment prefect during the two years of my IB course. I was also often asked to take up positions of leadership in smaller groups during class or extra-curricular activities; this taught me the value of being responsible and respected. Even though I was unable to study fashion, I seized every opportunity to attend fashion shows. I also took part in art-based club activities and very often organised, along with others, fashion shows for school entertainment. In my final year, I took part in an African story theatrical which was a huge success.

After obtaining my IB diploma, I knew I wanted to study fashion. I also knew it wouldn't be possible for me to do so without having to work my way through university. I come from a family of five children with two already in college. My family could not afford expensive fashion courses. This scholarship is the answer to my prayers as it gives me the opportunity to fulfil a lifelong dream in an international community geared toward academic and personal success.

Felicia Akuoko is a 1995 graduate of SOS Herman Gmeinner International College in Ghana. She has just been awarded a full tuition four year scholarship offered to IB diploma holders by the American College in London where she will study fashion design.

Felicia Akuoko

NOTEBOOK

IBO PURCHASES BUILDING

Peterson House to Open in April

The International Baccalaureate Organisation (IBO) has purchased a two-storey building in a Cardiff business park to house its curriculum and assessment centre. Meeting in the USA in January, the IBO Executive Committee voted unanimously to name the site Peterson House in honour of the late British educator and IB pioneer Alec Peterson who served as the organisation's first director general.

The acquisition has important historical significance as the first property owned by the group since its founding in 1967. The IBO took occupancy in early April.

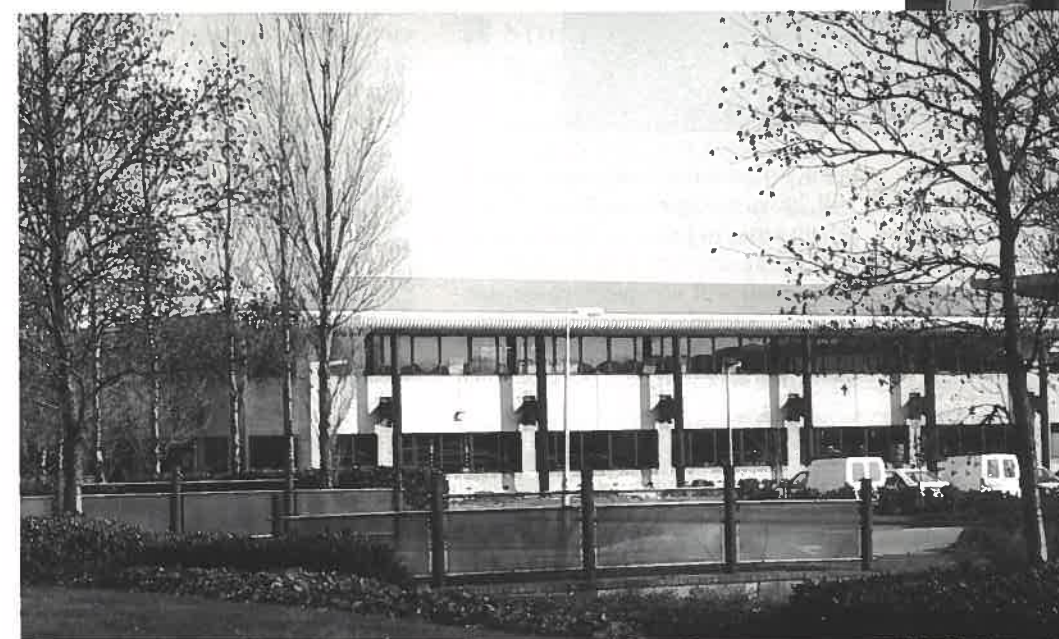
The new building is one of several located in a park adjacent to the area in which the IB currently leases two separate structures. In addition to the financial advantages and institutional stability of ownership, the single unit of some 24,000 sq. feet will bring the activities of all 70 staff members under one roof.



Peterson House

Fortran Road
St Mellons
Cardiff CF3 0LT
Wales
United Kingdom

Tel: (44 1222) 774 000
Fax: (44 1222) 774 001
E-mail: IBCA@ibo.org



■ Under the Floor in Peterson House

by Andrew Bollington
information technology
project manager

Peterson House is far more than a new building for the International Baccalaureate Organisation (IBO). The 7.5 thousand square metres of space is also a huge opportunity to design a facility which will support the needs of the organisation well into the next century.

The IBO agreed to buy Peterson House in November and work started within days. The building has never been occupied so internal work was



Andrew
Bollington

as fundamental as building stairwells, toilets and a kitchen. A total of 15,000 square metres of false floor and ceiling tile was installed in just four weeks, while more than 15 km of data cable was laid under the floor.

The building will have a purpose built conference centre on the ground floor designed to host the numerous grade award and curriculum meetings held in Cardiff each year. Visitors can expect to find a comfortable range of facilities including five air conditioned meeting rooms and a new *Village Green* lounge area for less formal meetings and buffet lunches. The remainder of the ground floor will house storage areas for examination scripts, post, computer equipment and the Docutech printing machine. The majority of staff will work upstairs in offices located around a central courtyard to benefit from natural light throughout the building.

Peterson House will be an *intelligent* building, controlled and monitored by a central computer system to maximise comfort and environmental friendliness. The

heating system is designed to warm selected areas of the building. The building management system can calculate the optimum time to switch on the heating in the morning by monitoring the external air temperature. In that way, the building reaches working temperature just in time for the staff to arrive, potentially saving up to 20% in heating costs.

The developing use of information technology has been an important issue in predicting the future use of the building. A structured cabling system has been installed which provides nearly 400 under-floor connection points for telephones and computers. A new telephone exchange will make use of high

quality digital lines while some staff will have cordless telephone handsets in order to increase the means of connecting incoming calls quickly. Voice mail will complement the use of electronic mail, making it easier to leave messages, especially when the office is closed.

Security is an important issue for the Cardiff offices, which contain confidential examination material. Many doors will have electronic locks operated by proximity passes which log both entry and exit. A burglar alarm system and security cameras will monitor the building while particularly sensitive rooms have been designed to be in the least accessible areas.

Peterson House is a major investment for the International Baccalaureate Organisation. The current design and building work were completed in time to move during the first weekend in April. The IBO now has a building which has been designed from the bottom up with the systems and flexibility to meet our ever developing needs.

■ New Scholarships for IB Students

Partial Tuition at Richmond

Richmond College, The American International University in London has announced it will award two partial tuition scholarships annually. The scholarships are available to new degree students who, at the time of their application to the university, are studying for the International Baccalaureate (IB) examination. The current value of each award is £3,650 per year. Candidates who successfully complete their IB diploma will be eligible.

In addition, individuals with an IB diploma will receive up to 30 advance course credits toward the Bachelor of Arts or Bachelor of Science degrees. Six semester hours of credit for each higher level examination and three semester hours of credit for each subsidiary examination are granted for a grade of four or above. Under normal circumstances, a student with an IB diploma can expect to complete the degree program at Richmond in three academic years.

Richmond is an independent, co-educational, not-for-profit educational institution established in 1972. It offers 18 major fields of study, an international internship program, a community of 1,000 students from over 85 nations and the cultural stimulation of living in London.

The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Its degrees are also designated by the Department for Education of Her Majesty's Government in the United Kingdom.

Students who wish to apply should contact:

Mr Bart Howard, dean
Admissions and Financial Aid
Richmond College, The American International University in London
Queens Road, Richmond, Surrey
TW10 J6P, England
Tel: 44 181 332 9000
Fax: 44 181 332 1596
e-mail: enroll@richmond.ac.uk
Please refer to this *IB World* article.

■ Libraries: Mutual Support Underway

by Coralie Clark

The need for regular exchanges of information, news and resources among International Baccalaureate (IB) librarians was highlighted at a workshop for the Europe/Africa/Middle East region (IBEA), held in Geneva in November. This was the second such biennial workshop, sponsored by the International Baccalaureate Organisation (IBO).

Several initiatives have been made recently, among them: the regional office distributed the first issue of what may become a regular librarians' newsletter for IBEA and the region's library committee sent a brief document, *IB Library Guidelines*, to all schools. Librarians in Australia are holding their first workshop in February and the International Baccalaureate Asia-Pacific (IBAP) region has invited Coralie Clark, librarian at the American International School of Budapest, to lead a summer workshop for the IBAP region. International Baccalaureate North America (IBNA) has also expressed interest in linking up with librarians in other areas. In addition, the IB curriculum and assessment centre in Cardiff is compiling a register of librarians in IB schools around the world and will soon publish a list of periodical and CD-ROM holdings in electronic form, enabling schools to share resources.

The workshop in Geneva dealt with several topics of concern to IB librarians: why libraries in order to be effective must be needs-driven for each school; recent research into the impact of school libraries; why the Internet should be treated with caution as a research tool. Several participants voiced their concern that the IB curriculum is often content-heavy and thus not conducive to teaching the research skills so important to the IB programme. IB staff are working with the curriculum support unit on ways to include information skills teaching in relevant subject curricula.

Coralie Clark is librarian at the American International School of Budapest



Prince Alfred College in Kent Town, South Australia, will be offering the International Baccalaureate (IB) to its students starting in 1997. It is the 21st Australian school to offer the programme. *Left*, Brian Webber, head of the school, *centre*, Christopher Brangwin, Australasia representative of the International Baccalaureate Organisation and *right*, Roger Marshman, director of studies and IB coordinator, during Mr Brangwin's recent accreditation visit.

■ Students' League of Nations

The Students' League of Nations steering committee in Geneva would be glad to hear from colleges or schools interested in sending delegations to its next general assembly at the Palais des Nations in Geneva in December 1996.

The League of Nations (1922-1946) is sometimes consigned to the dustbin of history as a failure; at the very least, however, it was a noble failure and from its ashes sprang the United Nations. The Students' United Nations (SUN), founded in 1953 by the International School of Geneva, thanks to the initiative of a history teacher and educational pioneer, Robert Leach, was almost certainly the first organisation of its kind. It was in 1994 rebaptised the Students' League of Nations (SLN) in honour of the organisation to which the International School of Geneva owes its existence. Its general assembly was moved to the United Nations (UN) Geneva headquarters at the Palais des Nations, which was originally built for the League of Nations. In these fitting surroundings the SLN's first general assembly was opened in December 1994 by Vladimir Petrovsky, the UN's director-general for Europe.

The success of this event encouraged the International School to invite delegations from other schools. The second general assembly, held in December last year, included students from the United World Colleges of the Atlantic (Wales) and the Adriatic (Italy), Newport Free Grammar School, the Ecole Active Bilingue of Lille (France), and the Inter-Community School from Zurich (Switzerland). Delegations of two students each represented 67 countries; the six resolutions covered topics from child labour to the extension of the security council's permanent membership. While the students debated their resolutions, Bhutros Bhutros-Ghali, director-general of the UN, was in a nearby room chairing a debate that concerned Iran and Iraq's conflicting interests.

There is room to expand the SLN. Interested schools should contact:

P Thomas / A Rodriguez-Giovo
SLN steering committee
International School of Geneva
62, route de Chêne
CH- 1208 Geneva, Switzerland

For Richer, For Poorer: An International Education Should Be For All

by Bert Timmermans

The harsh truth in the Netherlands as elsewhere is that many school directors are barely able to make both ends meet at the end of the academic year. It is a fairy tale to think that Dutch state schools are, financially speaking, better off than the independent schools. Budget cuts by the Ministry of Education have been so great that state schools are finding it difficult to meet the financial requirements for international education.

Many of us from the Netherlands have met teachers and students from schools in former Eastern Europe who are in such urgent need of good international education that despite our own financial concerns we decided something must be done to help. The eight Dutch state schools have taken the initiative to help new IB schools in former Eastern Europe or elsewhere. The basic idea is to *earn* money for these schools who are in need of financial aid and support, rather than *ask* for money from existing IB schools.

Those in the field of international education often travel widely and are aware that in certain geographic areas the need for international education is urgent. Too often, the schools that want to start international education programmes don't have the finances to do so. The major problem for these schools is that they are located in countries with weak currencies. They are simply unable to pay for the textbooks for their students, the extra books for the library, the extra laboratory equipment etc, that an international programme demands. For many, it is not even possible to pay the membership fee of the International Baccalaureate Organisation (IBO) or the examination fees; most of these items have to be paid in hard currency [Ed. note: *The IBO's policy is that fees are the same for all schools throughout the world; the organisation welcomes and encourages any efforts to provide help to schools*

which cannot afford the fees, particularly in developing countries]. Salaries are less of a problem for the schools because they pay teachers in local currency.

The basic idea is this: we use our own students who are relatively well off to earn money for those who are deprived of a good international education. It was decided that we should have a community service day once a year during which students will not attend lessons but will earn money by organising various projects such as a fund-raising concert or by taking on jobs. The Dutch state schools will try to have this community service day on the same day for all schools in order to attract the public's attention. If this is not possible the community service day will fall in the same week for all schools.

Money earned this way will go to a foundation. The board of the foundation - directors or headmasters of the state schools - will see to it that the money is allocated to needy schools in the proper way. The following restrictions must apply: no money will be sent directly to schools; the money should be used for teacher exchanges, exchange of expertise, purchase of equipment and books, and for the payment of IBO membership or examination fees. Money for the latter will be paid directly to the IBO.

There are other limitations, equally important:

- IB officers travelling around the world should be able to identify these schools, thus avoiding additional costs. The identified schools should be able to prove that they have the financial and political support of their local government.
- Financial support should be given only for a limited period of time, four years, for instance. We all know how expensive it is to start the International Baccalaureate programme: schools

have to pay not only for equipment and books, but teacher training and visits to workshops.

- Financial support should be given only to schools with a local population. There is enormous interest in international education by local schools in former Eastern Europe. In their opinion, the local curriculum is no longer adequate for students who will be the country's new leaders in the near future.

- The chosen schools will need a wealthier twin school. The twin school must be willing to participate in teacher and student exchanges between the two schools. This can be more efficient and cheaper than sending teachers to workshops.

The Dutch state schools hope that this joint effort will enable them to raise a significant amount of money in one go. A couple of schools could be helped over a period of four years without incurring extra overhead costs or travel expenses.

If we are so positive about international education we should not keep it for ourselves but make sure that more students throughout the world can benefit from it. We believe it is not too much to ask our students to work one day a year for their peers, who also are entitled to an excellent education.

Bert Timmermans is the IB coordinator at Het Rijnlands Lyceum in Oegstgeest, the Netherlands.

Curriculum Notes

by Patricia Cavill,
curriculum support
director

The three year curriculum development period for sciences, geography, history and psychology is drawing to a close. Teachers, examiners and staff at the International Baccalaureate Curriculum and Assessment (IBCA) centre in Cardiff have been finalising curriculum support materials; the guides for these subjects will reach schools in the April despatch. The rest of the documents will follow. These are, for each subject: a guide, internal assessment guidelines, specimen papers/questions and markschemes. Translations of various materials in French and Spanish will be available later. Subject area managers have been explaining the new programmes at teacher training sessions. The programmes begin in September 1996 for first examination in May 1998.

Other programmes currently running through the three years of review and development are Theory of Knowledge (TOK), economics, the mathematics group and Information Technology in a Global Society (ITGS). Teachers interested in offering their assistance in curriculum development work are invited to write to IBCA after seeking the approval of their principal.

The production of support materials for languages in the three group 2 programmes continues and we are looking for authors. If you can offer any assistance please contact the team leader for languages, Helen Evans, at IBCA.

The focus of the Middle Years Programme (MYP) this year is consolidation and growth. To this end, regional offices have been visiting and authorising schools to implement the programme. Work at IBCA has centred on translating the guides published last year, developing internal systems to support the programme's administration and producing a procedures manual for schools. We expect to publish this document before September.

Pirandello, Anyone?

A grade 11 CAS ensemble at the International College Spain in Madrid recently performed for the public Luigi Pirandello's theatre classic "Six Characters in Search of an Author", following six months of preparation by more than 60 students: rehearsing, taking photographs, building and composing. The group raised ptas 1,000,000 for the project. They extend an invitation to other schools: We would now like to invite all the international schools in Europe to watch this play and to establish communication between us and any school that would like to watch us present our production in their theatre space. If you might be interested by this invitation, please contact us:

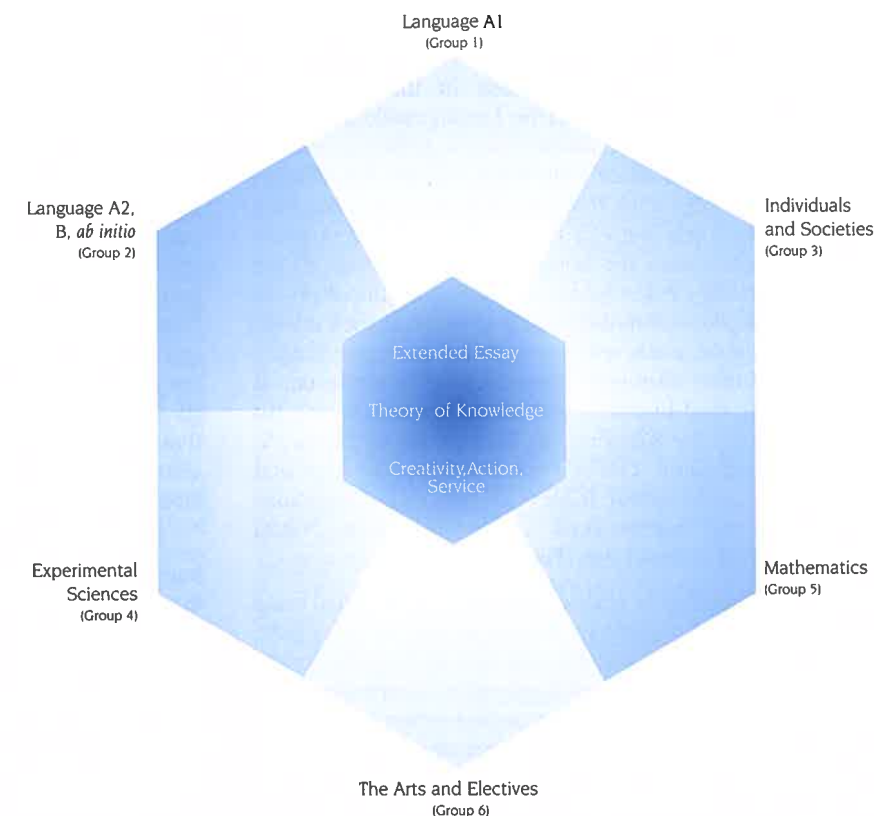
Parisa Salahshourian, grade 11
The International College Spain
Apartado 271, Alcobendas
Madrid 28100, Spain

¿Alguien es Pirandello?

El CAS Ensemble del grado 11 de la International College Spain presentó al público la obra "Six Characters in Search of an Author" del clásico del teatro Luigi Pirandello. Durante seis meses, casi sesenta estudiantes han contribuido a la presentación de la obra, practicando, fotografiando, construyendo y componiendo. Cerca de 1.000.000 de ptas. han sido invertidas en el proyecto. El grado quisiera invitar a todos los colegios internacionales de Europa a ver este montaje y establecer una vía de comunicación con aquellos colegios que estén interesados en ver la obra presentada en sus teatros. Si usted está interesado en aceptar la invitación, por favor, no dude en contactar:

Parisa Salahshourian
Grado 11
The International College Spain
Apartado 271, Alcobendas
Madrid 28100, España

The Diploma Curriculum Model



FROM THE DIRECTOR GENERAL

THREE DAYS IN MOSCOW

I had expected that Moscow in February would be cold and bleak. In fact a sudden rise in temperature saw the city no more wintry on my arrival than the Geneva airport some four hours earlier. Later in the week, though, the very icy conditions in Red Square suggested that crampons should have been the preferred footwear of the day, recalling a similar scene during an IB conference in Beijing in 1993 when we all had to hold on to each other as we traversed an equally hazardous Tiananmen Square one November morning. I still recall the sight of Sister Lecubarri (Seisen International School, Tokyo) standing motionless in the biting wind, preferring to shiver stoically in one place rather than risk the ordeal of a broken limb on foreign soil.

Alexander (Sasha) Kondakov of Moscow State Pedagogical University had suggested that Monica Flodman (associate regional director for Central & Eastern Europe and the Nordic countries) and I journey to Russia for three days to meet with the deputy minister and officials at the Moscow department of education in anticipation of gaining final approval for four schools to submit formal applications for membership in IBO. Many months of patient counselling by Monica and Sasha had brought negotiations to the point where a visit by me was deemed timely in the hope of moving the sequence to the next stage.

Once established at our base in the Gorbachev Conference Centre and Hotel on Leningradski Prospekt, we faced the changing pattern of snow, freezing rain, ice and slush as we moved between meetings in different parts of the huge city that Moscow has now become. Most of the time we got through the traffic without trouble despite the extra congestion caused when all the trams and trolley buses were suddenly left without power due to difficulties with the overhead wires in such conditions. However, each temporary delay en route simply meant that there was more time to gaze from the car at many of the well known landmarks that I was seeing for the first time - the Kremlin, the Russian White House, St Basil's, the Bolshoi, Gorky Park, the Moscow river and the varied architectural legacy of political generations dominated by figures such as Joseph Stalin, Nikita Khrushchev and now Boris Yeltsin.

It was amazing to realise that so much that had once been remote and off limits was now visible on every side. Astonishing too so soon after the end of the cold war to hear American music played aggressively in the street and to find it just as easy to pay in dollars rather than rubles for routine purchase of lunch, a beer or pirate copies of CDs and videos!

At every stop we were greeted with a warmth of hospitality and genuine interest in the IB that was most heartening. Deputy Minister Alexander Asmolov was well informed about us and went out of his way to give more time than is often the case. A distinguished psychologist by profession, he responded with obvious pleasure to my invitation that Russian experts be invited to join in our new research agenda and to form part of our development teams in curriculum and assessment. When champagne was suddenly brought into the room, it seemed incredible that we could have made such progress in so short a time, but it turned out that the celebration was in honour of his new book that had just been received from the printer. By coincidence we had the good fortune of being the first to raise a glass with him.

At the department of education much of the conversation focused on details relating to the three state schools and one private institution already identified by Monica as being ready to embark on a final year of preparation before starting to teach IB courses in September 1997. Chaired by Larisa E Kurnashova, deputy of the department, the session revealed that those assembled around the table were already familiar with our requirements and seemed well disposed for the project to go ahead. Such confirmation is critical, of course, since the major part of the necessary funding must come from official sources for the three state schools. The fourth, the Moscow Economic School, will receive much of its IB budget from business interests and banks.

As is so often the case on visits of this kind, the essential protocol of the first day was an indispensable prelude to our visits to the schools themselves. Immediately on our arrival there, administrators and teachers alike were anxious to know how we had fared at the ministry. Would permission be given for the applications to be submitted? Would the funds be forthcoming? When might teaching start? Such was the enthusiasm for the new venture on the part of all concerned. It was reassuring to our IB colleagues-to-be that the signs looked positive, even though additional letters need to be exchanged between Geneva and Moscow before the first real steps can be taken towards implementing our courses.

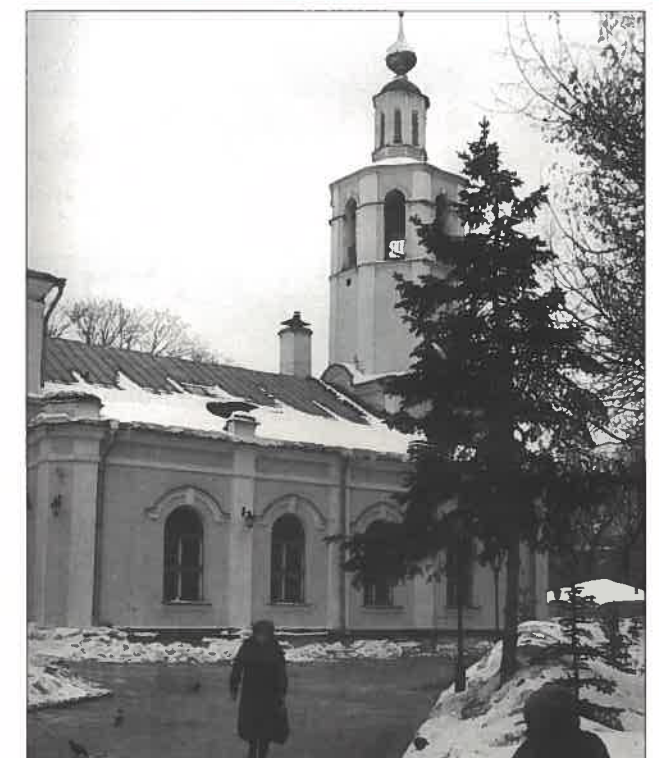
With time to see only two of the schools before leaving, nevertheless I came promptly to the conclusion that Monica had good reason for her positive evaluation. While we are still some distance from the despatch of my acceptance letters, there is no doubt that a great deal of preparation has been successfully engaged. At School 1157, situated on the outskirts of the city, the motivation of the faculty for their proposed IB assignments was obvious from the moment we sat down with teachers or entered their classrooms. They and their students in both

the middle years and at the diploma level spoke impressively in English, and I recall in particular the obvious fluency of one class in environmental studies where all the materials being used or displayed on the walls were entirely in the foreign languages - an excellent example of second language mastery that many IB schools in the English-speaking world would find hard to emulate. No difficulty here in meeting the performance criteria of our languages B or the bilingual diploma, nor of IB mathematics where our requirements were judged to be rather less demanding than those of the Russian system! Throughout there was a sense of enthusiasm, collegiality and interest in joining the IB family, as demonstrated through exchange visits already undertaken with an IB school in Colorado (Thornton High School) and twinning arrangements somewhat closer to home in Finland. Small wonder that School 1157's enterprise has been promised a start-up donation of 25,000 Dutch guilders by an oil company in the Netherlands.

Moscow Economic School (MES), supported by the Moscow Exchange and other financial groups in the city, was established quite recently as a private operation to promote international awareness among new generations of young adults who stand to play an influential role in shaping the *new Russia*. Housed for the moment in pleasant rented quarters adjacent to the Moscow zoo, the school is already well advanced in building its own spacious new facility near the White House for occupancy in 1997. Hoping to offer both our Middle Years and Diploma Programmes, MES enjoys an enviable reputation for excellence in education. Student-faculty ratios are impressive, the level of computer literacy is high throughout the school (thanks to a magnificent array of hardware) and the science laboratories are furnished with state-of-the-art equipment purchased in Finland.

On the evening of the third day, MES generously hosted an information seminar on the IB for individuals and schools interested in learning more about us. A gathering of some 40 guests heard presentations by Sasha and me, after which the two of us and Monica answered questions and debated several points with the audience. My position always is to explain rather than promote, and I came away convinced that it is only a matter of time before several in the audience engage the next phase of the application process. This policy of simply providing information while allowing prospective schools to take all the time they need in considering what we have to offer is far more persuasive than a hard sell. More than ever our message is its own best advocate, especially now that the Middle Years Programme had been added to the list of services.

I found myself back at the rather drab Sheremetyevo airport early on the Friday afternoon; the inclement weather of earlier in the week seemed far removed from more recent events. Above all I was glad to have come - grateful that Monica had prepared the way so well, appreciative of having made so many new contacts, and moved by the endless generosity of our hosts. Sasha had been very willing to act as interpreter and source of local knowledge, just as his colleague Marina Smirnova was exemplary in explaining the history of the city as we made our way each day from one appointment to the next.



As an organisation we stand only to be enriched by this new association with Russia. Here, as in other countries, the opportunities for partnership are enormous. The IB is now of sufficient stature to be welcomed as a genuine complement to the national system of education, while in turn we are the immediate beneficiaries of their renowned expertise in the teaching of languages, mathematics and the sciences. There is much to celebrate in this fortuitous association and I am delighted that it is during the tenure of this director general that these initial steps have been taken.

Roger M. Peel

IB Fees - 1996/1997

The Executive Committee has decided that our scale of fees for 1996/97 will be adjusted in the following ways:

- 1 A modest new charge will be made to cover the cost of our moderation of each school's own assessment of Theory of Knowledge. To date no charge has been made for TOK.
- 2 An increase of approximately 3% will be applied to current fees to compensate for inflationary trends around the world.

In addition, as per standard practice, adjustments will be made in the relative cost of fees in the three currencies in which our budget operates (Swiss franc, US dollar and pound sterling).

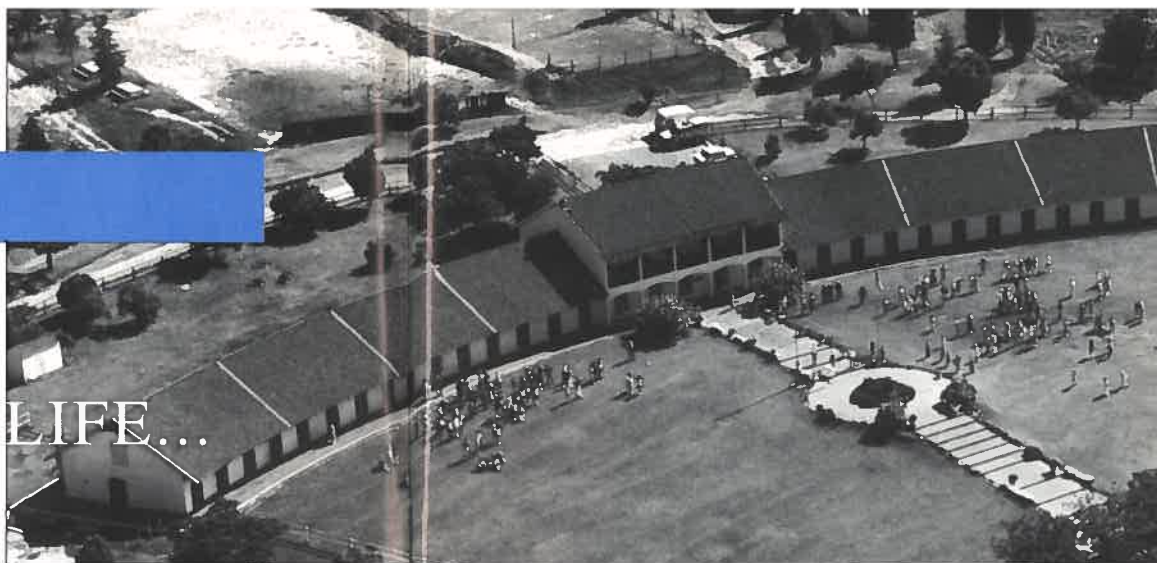
In order to treat all schools fairly, no matter in which currency they are required to pay, we seek always to ensure that the cost of IB services remains as equitable as possible even in the face of currency values that fluctuate on a daily basis.

COVER STORY

EUROPE, AFRICA, MIDDLE EAST
THE REGION IN PROFILE:

IF VARIETY IS THE SPICE OF LIFE...

by Ellen Wallace, associate editor, *IB World*



Ah, for the end of June. It means one thing to children in many parts of the world - a break from school and time to relax after months of hard work. A group of adults has a different perspective. It is for them time to close doors, pull out pencils and start marking the International Baccalaureate (IB) exams taken by some 22,000 students from around the world.

These assessors see all manner of answers but they sense rather than see the diversity that is the wealth of the IB world. The idea of an international baccalaureate was conceived in Europe but the region where the IB took shape today covers the Middle East and Africa as well as Europe. It is home to more than 200 schools in 47 countries, creating a patchwork of languages, climates, religions, social and economic models.

"There is a fantastic richness of cultures here," says Ian Hill, director of the International Baccalaureate Organisation's (IBO) Europe/Africa/ Middle East region (IBEA). The region is one of three established in 1993. The other two are the Americas, and Asia/Pacific. In fact, the IBEA region has such disparate groups of people and schools that it is not immediately apparent why they share a region. "There are very good educational reasons," says Mr Hill. "The European educational models are *good* but they are not international enough."

There are also administrative reasons for making the three areas one region. The three working languages of the International Baccalaureate Organisation - English, French and Spanish - are used throughout the region and contact with newer schools such as those in French-speaking Africa, for example, is therefore facilitated. Many of the schools or countries that have worked with the IB for some time are well-equipped to help newer schools, particularly in Africa and Central and Eastern Europe. Mr Hill believes the expanded region offers an important opportunity for experienced IB schools. "Teachers and students need to see and know at first hand some of the appalling conditions in which education takes place in the developing world - 50 to 60 students per class, no books, corrugated iron classrooms, no photocopiers, no pencils, teachers grossly underpaid." These are strong growth areas for the IB but, Mr Hill points out, "A dozen schools would do it tomorrow if they had the money."



The severe financial constraints for many schools in these countries means they need experienced partners, often from Western Europe, to find ways to make the IB work.

The differences within the region can be surprising. Almost all IB schools in Central and Eastern Europe are government-operated at the moment. In Africa, however, there are no government schools although discussions are underway in some countries - and the private schools are a mix, with some expatriate schools and increasingly, IB schools for the country's own people. The SOS-Hermann Gmeiner International School in Ghana, now in its third year, has mainly black African students. Nearly 50% are refugees brought to the school as part of the international SOS Villages programme. The school's first IB exams were taken in May 1995 with good results, encouraging other African schools to study the feasibility of the IB programme.

The benefits to schools in the region go both ways, Mr Hill points out. Both the International School of



Geneva in Switzerland and Düsseldorf International School in Germany have CAS projects where students provide aid to villages in Tanzania every year; the German school also raises money to bring Tanzanian students and teachers to Germany as part of an educational exchange. Other schools have similar programmes.

The IBO encourages teacher exchanges with a view to enabling newer IB schools' teachers to gain experience in an established programme. IB workshops for school staff provide one of the best exchange tools the IBO offers. "Humans tend to be sceptical of things they don't know; we all have preconceptions and I believe personal contact and friendship are the greatest weapons for combating xenophobia," says Mr Hill. "You see it at IB workshops, when teachers come together from throughout the region. Stereotypes quickly fall. At a workshop in Bratislava a European woman at first kept a distance from Iranian colleagues whose hair was covered. She later confessed she hadn't expected them to be much fun - until she found herself laughing with them. At workshops we see that differences are not better or worse, they just mean we are *different*. It's a question of learning to appreciate them."

The IBO staff for the region is equally diverse - in its nationalities but also in the international experience of the staff. Mr Hill, who is Australian, is the only English mother tongue person at the regional office in Geneva; the other seven staff members represent an equally large number of nationalities and languages. Mr Hill joined the IBO in 1993 after serving as director of an international school in France; he previously held a senior post under the minister for education in Tasmania, Australia. He is regional director and has responsibility for Africa and parts of Europe.



Monica Flodman, associate regional director, is Swedish and works from the sub-regional office in Stockholm. She lived in Russia for five years and directed a large educational programme near Paris for several years before joining the IBO ten years ago. Ms Flodman is responsible for Central and Eastern Europe, and the Nordic countries; 80% of Nordic IB schools are state-run, a situation close to that in the area she oversees (see next page). Nélida Antuña-Baragaño, associate regional director for the Middle East also has responsibility for Spain, which has one of the largest IB school populations in Europe. She is Spanish, but spent 10 years in Iran, teaching in one of the earliest IB schools in the world.

University recognition concerns are a strong common thread throughout the region because IB students tend to be relatively mobile or to look past their own borders for



further studies. The IB diploma often paves the way for students trying to attend universities in other countries. This can be a particularly important issue for students in Central or Eastern European countries or Africa; some African national diplomas - South Africa's, for example - are not recognised by the United Kingdom but the demand to study there is high. The IBO in Geneva is currently making a submission to UNESCO and the Council of Europe for the convention they are considering on university entrance and recognition of qualifications. The process of drawing up such a convention promises to be slow, but Mr Hill notes that "the IBO has in fact been some help to *them* because the IBO already has recognition agreements with several countries!"

GETTING TO KNOW YOU

Small gestures can have a large impact when it comes to peace-making. Sometimes it is just a question of becoming better acquainted, a path the American International School of Kuwait, for example, recently chose when it linked up with a school in North America to exchange questionnaires. The Kuwaiti students were startled by at least one question - did they ride camels to school - but pleased to have a chance to better explain their culture.

Exchanges are not new to the Middle East, where a multitude of cultures has flourished in close quarters for centuries. The rest of the world has in the past 25 years too often overlooked this history and focused instead on conflicts in the area. Perhaps it was inevitable: rapid change has provoked clashes with international repercussions. "The important thing is continuous dialogue," says Nélida Antuña, associate regional director for the Europe/Africa/Middle East region. "And the International Baccalaureate (IB) can help in this. It facilitates opening up and it helps create a better awareness of the region in the rest of the world."

Interest in the IB throughout the Middle East has been very strong in the past two years. Bahrain now has four IB schools, the United Arab Emirates three with one more starting soon. Kuwait has one and two other schools have expressed interest in the programme. The IB schools in the region are all privately run with the exception of Tehran International School, which is under the aegis of Iran's foreign ministry. It was incidentally among the first schools in the world to offer the IB programme, in 1968. Most IB schools in the Middle East accept boys and girls but they often run two parallel programmes; in this way they can incorporate the IB into their traditional systems.

Exchanges are underway. Fifteen months ago the schools formed a Middle East association, which has already held conferences and workshops. Teachers from Amman visited one of Beirut's IB schools as it set up its programme. Several schools are working together on CAS projects with the result that students are gaining experience in cooperative ventures.

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THE IB IN THE NORDIC COUNTRIES

by Monica Flodman

The Nordic area consists of five sovereign states - Denmark, Finland, Iceland, Norway and Sweden. Three territories within the area have self-rule: The Faeroe Islands and Greenland under Denmark and the Åland Islands under Finland. The Nordic countries with 23 million inhabitants are closely linked by common languages, culture, historical roots and development. The Nordic Council created in 1952 intensified Nordic cooperation and harmonised laws almost completely. It has been possible for over forty years for Nordic nationals to settle in other Nordic countries without work or residence permits and to cross Nordic borders without a passport, which adds to the feeling of unity.

The IB had a slow start in this area: only nine schools undertook the programme from 1972 to 1990. This was followed by extraordinary growth, with 24 additional schools since 1990. More schools are applying for membership and Iceland will soon join the IB family.

Why this rapid growth? There is clearly a general trend towards internationalisation in our time but the Nordic governments have made it a goal to internationalise education and this has most likely had a strong impact. As more countries join the European Union, the need and wish for greater international mobility is reinforced. The IB can be very useful in this respect.

International mobility is not new to the nations of the North. The Nordic people, surrounded by water, have always had a strong tradition of navigation. The Vikings were early international travellers and set foot in Turkey, Normandy, England and Greenland - even reaching the New World 500 years before Columbus, around the year 1000. This international mobility continued during the medieval period, with the Hanseatic League. Over the centuries many important Norsemen explored vast regions and large numbers of Nordic students travelled, preferring the universities in mainland Europe to their own.

Another long tradition is foreign language learning: in order to travel the Nordic people have had to master foreign languages. Two to three languages have never been considered a luxury, but a normal and essential part of education, in the past and at present.

The first IB schools in the Nordic countries tended to provide English-speaking education for children of foreign business people and diplomats. They also catered to the needs of students returning home from abroad. In contrast, most schools which have implemented the IB in recent years have targeted national students. As a consequence, a special feature of the IB in Nordic countries today is that state schools using the IB as an alternative to the national programme form a large major-



Monica Flodman

ity. Of the 33 schools in the area today, 27 are state schools and only six are independent inter-national schools. A large part of the some 1000 Nordic students who graduate with the IB diploma each year are therefore national students who have opted for the IB rather than the national programme. Students have several reasons for this preference: hoping to study or work at an international level in the future is perhaps the most common one, the great benefit of access to universities worldwide is another. There is also the challenge of a rigorous academic programme and the prospect of obtaining even better proficiency in English.

So many IB schools in the region are monocultural, in terms of student body and teaching staff, that student and teacher exchanges are essential. The Nordic countries, with their strong linguistic, cultural and historic links, have a firm tradition of cooperation. The IB schools are no exception to this - interaction and exchanges with other IB schools do not stop at the Nordic countries but go far beyond, to other parts of Europe and other continents.

This challenging access to the growing IB network worldwide and the prospects of international exchange that it implies is an important factor in state schools' decisions to join the IB family. The snowball that started rolling in the Nordic countries by 1990 has not come to a halt in the lands of the Midnight Sun.

Monica Flodman is associate regional director for Central and Eastern Europe and the Nordic countries.

THE IB IN CENTRAL AND EASTERN EUROPE



Soon after the Berlin Wall was dismantled in 1989 schools in Central and Eastern Europe began to implement the International Baccalaureate (IB) programme. The process has been slow despite significant interest shown by dozens of state schools in a large number of countries. To date there are eight national state schools and four independent international schools teaching the programme. However, during the current academic year we expect to accept another eight schools, one of which is a private international school and seven of which are state schools. This is in itself an indication that things are improving and we can expect to see more rapid growth in the future.

Central and Eastern Europe, which for the International Baccalaureate Organisation comprises the whole of the former Eastern Bloc, is a vast area extending from the Baltic states in the west to the Mediterranean and the Black Sea in the south, and as far east as the Pacific Ocean. With approximately 400 million inhabitants in some 30 countries it is an area of great potential for the IB programme.

The main obstacles to expansion have been financial, although development of the IB has also been slowed down by frequent changes of government in some countries and the difficulty of identifying staff able to teach in English. The eight schools accepted to date worked energetically to obtain funding in order to introduce the IB; major sources have been the European Union, the World Bank and the Soros Foundation. The staff and students in these IB schools have shown an extraordinary commitment to the IB philosophy, as seen in worthwhile CAS service programmes and excellent examination results. A recent development is that a Dutch company based in Moscow has decided to sponsor the introduction of the IB in a state school in the city's suburbs.

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AND THE DREAM GOES ON

by Ellen Wallace, associate editor, *IB World*

The International School of Geneva is generally acknowledged to be the birthplace of international education. It remains a leader in the field. Today the school continues to search for the right balance: between languages and cultures within the school, between the Swiss or French local community and the more transient international community, between its own small world and the wider world for which its students are preparing.

Twenty-four boys burst cheerfully into a boarding house room at the International School of Geneva, where a cake awaited them. "Happy birthday", they sang with adolescent gusto and tunelessness and within five minutes the cake was gone. Several of the boys lingered to watch basketball on television but their conversation rose over the sounds of the game: a lively debate about the value of United Nations peacekeeping troops.

Baccalaureate (IB) diploma, handed to students around the world for the first time 25 years ago. There are now more than 600 schools - in 84 countries - which, as members of the International Baccalaureate Organisation (IBO), offer an international education.

The International School of Geneva continues to play a leading role in the development of the IB; its own story parallels the success of the programme. The school today

international education, for the principles that underlie it and for the values that it upholds," he told the group. "We, as the first and the best-known international school in the world have a particular duty to ensure that the international education that our students enjoy continues to be of the highest quality."

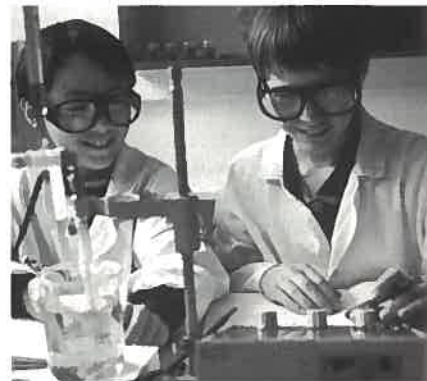
Clearly, international education is an idea that has taken hold throughout the world, so much so that it is now hard to remember the efforts pioneers had to make to convince others there was a need for this type of programme. The International School of Geneva received much publicity before it opened in September 1924 but its three teachers, hired just days before, were taken aback when only eight students turned up to register the first day. The team of French, American and Swiss students went to work in two languages, building a rabbit hutch, their first educational project. By the end of that year the school had grown to 18 students and by 1929 there were 200.

Ten years later, with the start of the second world war, the school's population plummeted to fewer than 100. Meanwhile, several other international schools disappeared during or after the war and many which survived floundered financially in the post-war years. The International School of Geneva (ISG) was no

scratch or patch together the best of various national exams, such as the French *baccalauréat* and the British GCE. The result, according to Mr Peterson, was an original model accepted by several countries largely because it was useful to them to have someone else run a trial of educational reforms.

The IB began to get off the ground during the 1960s and in 1971 the first diplomas were awarded. These were busy days at the International School of Geneva because in addition to this major educational project the school within two years bought controlling interests in two smaller area schools, expanding to its present three campuses. The next few years brought to light several strengths and weaknesses in the institution, as so often happens after a major expansion. The French and English sides of the school continued to live side by side, not always smoothly. The international population was undergoing subtle changes to which the school was not always quick to respond and there were periods of internal political strife. The school is a not-for-profit organisation whose constitution calls for several groups to be represented on the board: parents, international organisations, corporations and cantonal and federal authorities.

These are the kind of problems to which any large



The discussion was one few adolescents around the world are likely to have outside a classroom, but the group itself is unusual: while most have never been near war one boy is from a country deep in civil war, the mother of another has been working in a war zone and others come from nations whose governments consider each other hostile. The boys hold 13 different passports and speak 19 mother tongues - English and French are their shared languages.

They are ordinary teenagers in an out of the ordinary situation - and they are a dream come true, the dream of eight idealists from the League of Nations in 1924. They agreed, spurred by a mutual horror of what happened during and immediately after the first world war, that a school in Geneva operating on the principles of the League was a natural extension of their work. They founded the first international school in the world with high hopes that it would give young people a chance to learn about the world in a new way: to respect each other and even admire their differences - their varied backgrounds, languages, cultures, ways of thinking. That early dream eventually led to the creation of the International

is the largest private school in Switzerland, with three campuses and nearly 3,000 students, 50 of whom are in boarding. The boys and girls, ages 3-19, come from 114 countries; there are 80 mother tongues. The teaching staff of 250 comes from some 20 countries. It calls itself a *service* school: there are no admissions exams, children are accepted year-round. The result is happily not lower standards but the opposite: 90% of the students continue on to universities, with a large group of students selected by top universities around the world every year. Students may obtain an American high school diploma and prepare for the British, French or Swiss national exams but the IB is the school's real pride. More than 150 students receive the IB diploma each year and several others qualify for IB certificates.

George Walker, the school's director-general since 1991, last May spoke to school staff and board members about a visit he had just made to Baghdad and Beirut, where he was moved by the efforts of these cities' international schools to continue working against tremendous odds. "These experiences have reminded me that there has never been a more pressing need in the world for an

exception: it grew dramatically but with little funding other than fees. Financial crises recurred regularly: the Geneva school, like others, was feeling the pressure of trying to prepare students for too many different national exams. It was costly. Worse, it tended to separate students into small national groups, precisely the opposite of what an international education was supposed to achieve.

The solution was to push for an international examination, an idea that was suggested as early as 1925 by ISG's first director. The idea resurfaced and was encouraged by various education groups in different countries in the years after the war ended, according to the IBO's first director, Alec Peterson, in his history of the IB, "Schools Across Frontiers". ISG teachers and board members were a large part of the core group that worked on the original IB design and the school provided administrative help. The job of creating a curriculum was daunting. The group had to work around the conflicting university entrance requirements of a variety of countries. They also had to rein in exuberant idealists in subject areas while deciding if it made more sense to build from

school will always be subject and they continue to be of concern to ISG. The school is moving into a more stable period, however, where it is able to focus on several objectives. Ironically, this is occurring at a time when Geneva itself is suffering an economic change of life.

Major strides have been made in recent years in integrating the French and English language programmes with the result that the school has done pioneering work in the area of bilingualism, particularly at the primary and middle years levels. The payoff is just now coming at the secondary level as the first of these *dual language* programme children begin their IB coursework. The school is encouraging more students to aim for bilingual French-English diplomas. More continuing education for teachers, particularly in the form of IB workshops and exchanges, is another targeted goal, well under way. The school is underscoring its commitment to international education for all - not just for the privileged - by trying to broaden its staff to include teachers from more countries. The school hopes to help more teachers, particularly those from developing countries, share the IB experience with students in their own countries.

ISG has recently undertaken a programme of stronger community relations, inviting city and cantonal officials to the campus, working with them on projects to bring in new industry - using the argument that the International School of Geneva is an asset that makes the city attractive to international companies and organisations.

The strongest sign, however, that the school is keeping alive that original dream is a commitment made to adopt a higher profile in international education. An accreditation team from the European Council of International Schools (ECIS) made a suggestion to that effect following its visit in 1991, pointing out that the school should live up to its leadership potential. The school is taking that advice to heart.



UN RÊVE DEVENU RÉALITÉ

par Cécile Crettol

LEcole Internationale de Genève, connue pour être le berceau de l'éducation internationale maintient une position de leader dans ce secteur. Elle a toujours cherché à préserver un judicieux équilibre entre les différentes langues et cultures qui se côtoient au sein de son établissement. Elle demeure un point de rencontre entre les diverses communautés locales et expatriées.

Une ambiance particulière baigne l'Ecole Internationale de Genève. Tous ces jeunes venus d'horizons divers se retrouvent autour d'un gâteau d'anniversaire ou d'un match de basket-ball. Si leur passeport et leur langue maternelle sont différents, ils partagent en commun l'usage du français et de l'anglais. Que leur pays soit bouleversé par une guerre civile ou en franche hostilité avec son voisin, ils se retrouvent assis à la même table débattant de l'opportunité de l'intervention des casques bleus de l'ONU.

Fondée en 1924 par huit idéalistes de la Société des Nations, l'Ecole Internationale de Genève est la première école internationale du monde. Son objectif: un respect mutuel et une appréciation des différentes cultures, langues et systèmes de pensée. Pourtant, dès ses débuts, l'EIG a été confrontée au problème des différents examens nationaux. Préparer chaque groupe d'étudiants aux exigences de son pays relevait de la gageure. C'est pourquoi en 1925 déjà, l'idée d'un examen international a germé. Cette réflexion aboutit à la création du programme du Baccalauréat International dans les années 60 et la première volée d'étudiants obtint son diplôme en 1971. Aujourd'hui plus de 600 écoles dans 83 pays offrent cette opportunité.

L'Ecole Internationale de Genève est une organisation sans but lucratif. A son conseil de fondation siègent les représentants de différents milieux: parents d'élèves, organisations internationales, entreprises et autorités cantonales et fédérales. Depuis une vingtaine d'années, l'EIG a regroupé en son sein deux autres établissements plus petits. Aujourd'hui, à la pointe de son expansion elle compte trois campus, 3000 étudiants de 3 à 19 ans et 250 enseignants.

Récemment, l'EIG a entrepris un programme de collaboration active avec la ville et le canton pour accueillir les familles expatriées de la communauté internationale. De cette manière, elle participe à la promotion économique de la région. De plus, toujours attentive à proposer un service de première qualité, l'école prend à coeur de suivre les suggestions du Conseil Européen des Ecoles Internationales lors de sa dernière visite en 1991: consolider et asseoir un rôle de leader dans le monde de l'éducation internationale.

Cécile Crettol est chargée du service de presse à l'Ecole Internationale de Genève.

KEEPING THE BALANCE

by George Walker

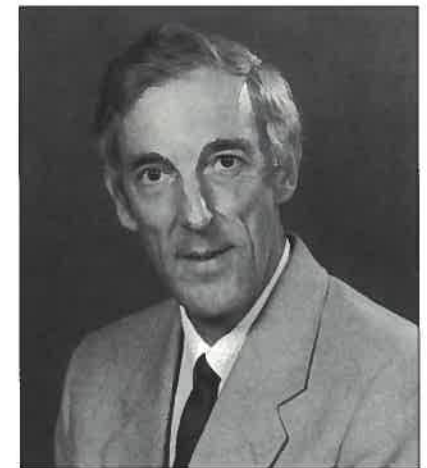
The world's first international school opened its doors in October 1924. "Plus qu'aucun groupe, les enfants de Genève doivent grandir dans l'esprit de la vie moderne" insisted the school's prospectus, but only eight pupils presented themselves for this new experience despite an extensive publicity campaign. More than seventy years later one of those eight disciples, Lois Meyhoffer, still lives nearby and is a regular visitor.

Anyone interested in the events surrounding the birth of the International School of Geneva must read Frank Moorhouse's novel "Grand Days" which captures precisely the atmosphere of the early days of the League of Nations. His young Australian heroine, Edith Campbell Berry, a new member of the League's secretariat in the Palais Wilson, "...believed that she and others at the League were a new breed." This same optimism and idealism led Arthur Sweetser, deputy director of information (who appears in the novel) and three colleagues to create a school that would offer an education in harmony with the aims of the League.

The city of Geneva, birthplace of Jean-Jacques Rousseau and already the seat of the International Committee of the Red Cross (1864) and the International Labour Organisation (1919) was the natural cradle of international education. The school's mission was described in 1929 in the French magazine *L'Illustration*: "Elever et instruire ensemble tous ces enfants, en respectant la nationalité de chacun, mais en faisant aussi connaître, comprendre et respecter par chacun les nationalités de tous les autres..."** remains unchanged today. But the growth to our present size and structure - 2,800 students of 114 nationalities from early childhood to grade 13, educated in English and French on three campuses in two different cantons - has been neither smooth nor steady.

The first crisis came in the late 1930s when the optimism and idealism of the League of Nations proved inadequate weapons against the growth of nazism and fascism. At the outbreak of war many students left hurriedly for home, one group escaping on a cargo boat from Bordeaux just a few hours before the port fell to the German army. The school remained open despite the initial collapse of numbers and morale, becoming a haven for refugees from all over Europe. When Norman (later General) Schwarzkopf arrived as a boy in 1947 he worked alongside students who had survived the nazi concentration camps and, according to his memoirs, it taught him a lifelong lesson.

Geneva after the war became a powerful magnet both for international civil servants and for the European staff of multinational industrial companies. It was ideally situated in Europe and it was safe; the war had stopped at its borders. This was reflected in its increasing prosperity.



George Walker

The rapid growth of international organisations, which today number around 30 major players, was thus matched by an influx of companies like Dupont de Nemours, Caterpillar, Hewlett-Packard and Cargill. The school roll rocketed from 200 to 1500 in the 20 years after the war. Today about 36% of our students come from the United Nations and the international organisations, about 38% from multinational companies. The remainder are of local Swiss and French origin.

It adds up to a fascinating mix of parents which is reflected in the school's governing board and in the ethos of the school itself. The Cassandras who warned me that the board was split down the middle into the international civil servants (the carers) and the multinational industrialists (the doers) were on this occasion wrong - officials from the World Health Organisation or the High Commission for Refugees (UNHCR) or the Red Cross who risk life and limb in a diseased war zone are doers just as much as carers. I remember meeting a parent, who was also a member of the school's board, in Johannesburg in 1992 at a momentous time in South Africa's history. He was in charge of the UNHCR's newly-opened office and in regular contact with President de Klerk and Nelson Mandela. He was clearly a doer and his work played a crucial part in South Africa's progress to political reform. His latest mission is in one of the most unstable countries in central Africa but in the meantime his children are able to enjoy the safety and stability of our school in Geneva.

At the same time I have never accepted the view, usually put about by educationalists who claim a monopoly of this quality, that industrialists do not care. My links with industrial companies have been one of the most enriching aspects of my career and they have brought many benefits to the teachers and the students in schools where I have worked. I recall telling the deputy chairman of the British chemicals company ICI, who was British Prime Minister Margaret Thatcher's personal adviser, that his office would look much better if he replaced his tatty impressionist reproductions with some original works of art by school children. I do not know if he took the advice, but soon afterwards the company set up a committee to commission works of art for its new London headquarters and I still regard the huge abstract carpet in its atrium as partly mine.

A few years later I joined ICI as its education consultant. I hope they learned something from me, because I learned a lot from them and the lessons have proved invaluable in Geneva where the multiple structure of the International School is not unlike that of a large company composed of several businesses. I still check my ideas from time to time with a senior ICI executive. I work closely with the school's management and finance consultants, both of whom are in regular contact with industrial organisations where power is being decentralised, management structures are being flattened, teams are replacing individuals and continuous learning is recognised as the wisest form of investment.

So the combination of commerce and international politics is a potentially enriching one for our students and our staff. A recent series of seminars on the theme of leadership, for example, brought us the experience of the managing director of Dupont; the technical director of the Swiss company UEFA, which owns Jordi Watches; the state minister for education in Geneva and the Australian ambassador to the United Nations. Their experiences were varied but their messages were surprisingly similar - perhaps not surprisingly because at their level of operation the size and shape of the challenges are not very different.

However, the help is not all in one direction. The International School of Geneva is at the centre of a huge international network and we give regular advice to all kinds of people, much of it having little to do with education. For many parents who have just stepped off the plane from Denver, Dubai or Delhi, the school is the first focus of their new life. For a large proportion it remains so throughout their stay in Geneva.

Geneva has been experiencing hard economic times, though all things are relative, as I am reminded when I visit schools in Soweto or more recently in Baghdad. An interesting pattern is becoming clear, however. The big multinationals have declined but the vacant spaces are being replaced by new organisations. It is the turn of the international civil servants to suffer; the screws are tightening upon the United Nations Organisation as well as the World Health and the International Labour Organisations. They are oversize and governments are not creating enough wealth to support them in the manner to which they have become accustomed. Efficient caring needs efficient management and it needs efficient economies to pay for it.



Geneva today is therefore a more realistic place than it was at the time of the League of Nations. Frank Moorhouse's *"Grand Days"* portrays not only the excitement and optimism of the 1920s but also its fatal innocence and naivety. In an episode that is hilarious yet poignant a British official who has taken leave of his senses presents to the League directors' meeting his solution to the world's food shortage problem, called the New Century Hay Sweep. As its absurdity slowly dawns on the committee members they continue to hear him out with old-fashioned courtesy and concern.

At the end of the novel the heroine moves her office from the old Palais Wilson, a converted hotel, to the newly completed Palais des Nations, an impressive symbol of world government. Students of the International School of Geneva were present when the foundation stone was laid at the Palais in 1929 but within a decade Europe was at war and the League of Nations had crumbled.

Last year our students were at the Palais again, for another emotional occasion: to participate in the closing ceremony for the 50th anniversary of the United Nations. There was no doubt in my mind that the class of '95 had been better prepared to face the future.

George Walker is director-general of the International School of Geneva in Switzerland. "Grand Days" by Frank Moorhouse is published by Picador (1993).

*More than any other group the children of Geneva must be raised in the spirit of these times.

** To respect the nationality of each of these children while at the same time helping them to know, understand and respect each other's cultures, to educate and teach all these children together.

PREMIÈRE ÉCOLE BILINGUE FRANÇAISE EN AFRIQUE DE L'OUEST: GRAND-BASSAM TENTE L'AVENTURE

Ian Hill, directeur régional Europe/Afrique/Moyen Orient

L'organisation du Baccalauréat International compte désormais un partenaire francophone de plus, avec l'introduction dès septembre 1996 du programme BI à l'Ecole Anne-Marie Raggi de Grand-Bassam (Côte d'Ivoire). La mise en place du projet a été confiée à M. Noël Tagba, récemment nommé directeur de l'institut et qui sera ainsi à la tête non seulement du premier établissement BI de Côte d'Ivoire mais aussi du premier de langue française pour toute l'Afrique de l'Ouest.

L'école, active depuis treize ans, a pour atout le soutien de deux personnalités marquantes de Grand-Bassam, autrefois capitale de la Côte d'Ivoire: Germain Ollo et Anne-Marie Raggi. Ingénieur et homme d'affaires bien connu des milieux économiques de Grand-Bassam et d'Abidjan, M. Ollo est actuellement président du Conseil d'administration de cet institut privé, qu'il a fondé en 1983. Grâce d'ailleurs aux contacts qu'il entretient toujours avec sa ville natale, celui-ci bénéficiera d'une collaboration avec la Mairie de Grand-Bassam pour ce qui touche aux projets CAS.

Quant à Mme Anne-Marie Raggi, marraine - et fière de l'être - de l'école, elle est une des figures les plus attachantes de la lutte sociale et intellectuelle en Côte d'Ivoire. Pionnière en Afrique d'un idéal de citoyenneté mondiale, cette infatigable mère de famille, à la fois commerçante et militante politique, est très aimée à Grand-Bassam, où sa générosité exemplaire a souvent permis aux plus démunis de trouver chez elle gîte et couvert. C'est donc tout naturellement qu'elle s'est impliquée dans le combat pour l'émancipation des femmes ivoiriennes, et plus largement dans l'indépendance même de son pays. Anne-Marie Raggi ne pouvait que se réjouir de l'ouverture qu'offre à l'école qui porte son nom l'introduction du programme du Baccalauréat International.

Cet institut, privé et laïque, fait preuve tout au long de son parcours d'un dynamisme remarquable puisque, des 26 élèves de CP1/CP2 et quelques pensionnaires du Foyer de jeunes filles lors de sa création, il est passé aujourd'hui à 500 étudiants dont 150 internes. Répartis de la maternelle à la seconde dont la première classe a été inaugurée en septembre 1995, les élèves sont originaires essentiellement de Côte d'Ivoire (55%), mais également de tous les pays d'Afrique de l'Ouest: Mali, Guinée, Burkina Faso, Gabon, Ghana, Niger, Togo, Bénin, Sénégal, Congo et Cameroun.



Les efforts de développement de l'école ont d'ailleurs été soutenus en juin dernier par l'envoi d'une demi-tonne d'ouvrage scolaires offerts à l'Ecole Anne-Marie Raggi par des sympathisants de Genève, de Cannes et de l'Ecole active bilingue Jeannine Manuel (Paris), et acheminés gracieusement de Genève à Abidjan par Swissair.

traduit par Joëlle Brack

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EUROPE/AFRICA/MIDDLE EAST REGION

IB ACCEPTANCE: NO TWO UNIVERSITIES THINK ALIKE

by Ian Hill, regional director

University recognition of the International Baccalaureate (IB) diploma is a complex issue; the educational standard and academic rigour of the IB do not always guarantee it will be well received. Political, social, academic and even technical factors play a determining role, as does national pride at times.

The statement "the IB is recognised in country X" conveys a minimum of information. Recognition agreements, many of which go back to the late 1960s and early 1970s are varied. The IBO has formal recognition agreements with ministries of education. In some cases a ministry mandates the study of certain subjects in order for the IB diploma to be recognised. In those countries - the majority - where the ministry does not control university access, individual universities or an authority representing the universities of the country grant recognition.

There are two broad categories of recognition:

- *recognition for direct entry into university.* Equivalence with the university entrance examination is granted where the exam is the same as the secondary school leaving qualification. IB diploma holders then have direct access to universities;
- *recognition which requires the sitting of further examinations.* Equivalence with the secondary school leaving qualification is granted but the IB diploma holder must also sit university entrance examinations. The same is required of students with a national qualification. In a few cases additional examinations are required of IB diploma holders only.

Direct entry into university

Constraints concerning nationals

A very small number of countries will not permit their nationals to do the IB in their own country unless they have been living continuously outside the country for a minimum period immediately prior to beginning the IB programme. Germany is an example of this. This is a political decision which is not at all a reflection on the quality of the IB. The students may do the diploma programme abroad.

Restricted choices

A few countries impose certain subject areas to align the IB diploma with the streams of the national diploma - scientific, literary, economic, for example. Italy is probably most restrictive in this regard. Austria stipulates that some subjects must be studied. Germany imposes some choices.

Higher results required of IB students?

Sometimes the minimum number of points required for university entrance is higher than for equivalent national diploma requirements. This used to occur as a security measure when a country or university accepted the IB but was not sure of the standard. Once some IB students graduated and the quality of the IB diploma became clear the demands became more realistic.

I recently intervened in a case involving the London School of Economics where one college required three 7s at higher level for entry into a particular course, where three As in British A-levels were required. I sent a statistical comparison which showed that an A grade in A-levels encompasses both a 7 and a 6 in IB grades and I asked why they were apparently not interested in the rest of the diploma.

The response was positive and a tiny piece of ground was won (7, 7, 6 instead of 7, 7, 7 at higher level but no mention of the rest of the diploma). It was also clear to me that here as elsewhere the demand for higher IB grades is not specific to the IB but represents a corresponding higher demand for holders of the national diploma. In the Republic of Ireland it is clear that high IB demands of one particular university faculty are quite compatible with the minimum entry grades requested of national diploma holders. The higher demand is the result of a need to be more selective. We must live with this reality - providing we can satisfy ourselves that IB entry requirements are similar to those for holders of the national diploma.

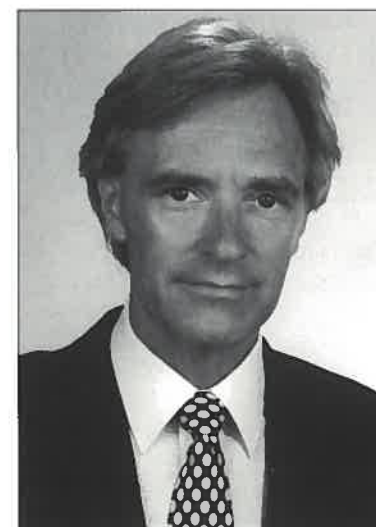
IB recognition in the United Kingdom

Universities in the United Kingdom used to be interested only in the three higher level results, equating these subjects with the three British-based GCE A-levels. A growing number of UK universities are aware of the whole diploma and demand a minimum number of points out of 45. We have statements in my office from UK universities, including some of the Oxbridge colleges, which speak about the IB diploma in laudatory terms. But we still have a way to go.

Universities should make their judgements about minimum requirements based on the calibre of the many IB students who have passed through. Trying to equate the IB with A-levels is not right: it may be expedient for university administrators but it is unfair to IB students. We will continue to strive for acknowledgement of all aspects of the IB diploma.

Government ratification of IB schools

To my knowledge this occurs only in Italy. The education ministry in Rome requires an IB school, wherever



Ian Hill

it is in the world, to be on a government list for the IB diploma from that school to be recognised by Italian universities. The procedure is bureaucratic, time-consuming and expensive since all documents must be translated into Italian. A ministerial decree dictates how a school registers. An IB diploma earned outside Italy at a school on the government list is fully recognised with no restrictions. An IB diploma in Italy, in order to be recognised by Italian universities, must comply with a choice of subjects imposed by the ministry. A ministerial decree gives IB diploma holders of the United World College (UWC) of the Adriatic special status for recognition by Italian universities.

Universities whose entry requirements are below the level of the IB diploma

Entry requirements In South Africa are one year beyond the old British-based GCE O-levels or the (I)GCSE. This is clearly one year before the level of the IB. Students with the IB diploma have been enrolling in South African universities for many years, notably from the UWC of Waterford Khamlaba in Swaziland, and Machabeng High School, Lesotho. The universities in South Africa are delighted with the IB students because they do so well in the first year.

The matriculation board of the South African committee of university principals in September 1995 agreed that universities could accept IB certificate subjects for provisional entry and could allow IB diploma holders direct entry into the second year of a course. Advanced placement excuses the student from attending the first year of a subject but does not give credit for the subject. The student is still required, however, to accumulate the same number of examination credits to graduate but can avoid repeating work covered in the IB.

Elsewhere in sub-Saharan Africa IB students are usually given one or two years credit where the entry requirement is O-level or (I)GCSE. It is sometimes difficult to obtain written statements giving advanced credit in these universities (but university authorities have been very co-operative in recognising the standard of the IB diploma). This occurs notably in Botswana, Ghana, Kenya, Lesotho, Malawi and Zambia.

Direct entry to university where equivalence procedures compromise the IB results

Some countries have equivalence formulae which may put some IB students at a disadvantage. Forty-five IB points will gain only a maximum of 12 on the 13-point system in Denmark. The Netherlands has a curious lottery system for foreign diplomas whereby IB students with 24 or 45 points have the same chance of gaining university entry since all results beyond 24 points are treated as equal.

Direct entry to university with no constraints

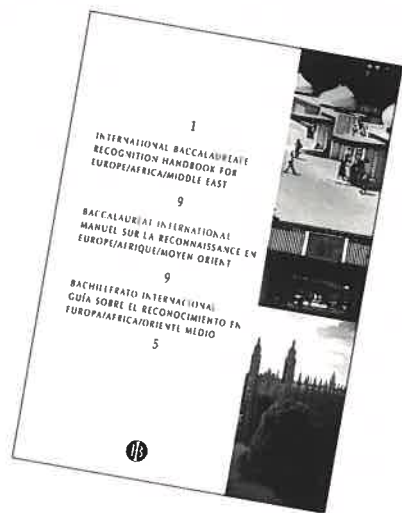
There are countries in which the IB diploma provides direct access to higher education with no limitations of nationality, subject choices beyond normal prerequisites for particular faculties, or unfair demands: the USA where the IB gives advanced placement; Canada; the United Kingdom; the Republic of Ireland; France, which contrary to popular belief has one of the best IB recognition agreements in the world; Belgium; Norway; Sweden; Denmark; French-speaking Switzerland except for the faculties of medicine; the Netherlands; Croatia; Estonia; Poland; Rumania; Russia; Slovenia; Iraq; Israel; Jordan; Lebanon; and in 17 African countries, many with advanced placement. The IB diploma is accepted for direct entry into Czech Republic universities provided the student does Czech language and literature and one foreign language.

Further examinations

The IB is recognised as a school leaving diploma but not for university entrance. Another examination must be taken. This occurs notably in Spain where all students must sit the national *Selectividad* university entrance examinations. IB students in Spain (which has the largest number of IB schools in the region) have an extra burden in preparing for the IB and the *Selectividad* examinations. Portugal is the same, although there are glimmers of hope that IB students might not have to sit university entrance examinations in the future. IB students are granted exemption from the national school leaving examination taken after students graduate from their schools.

The Greek ministry of education in June 1995 agreed to accept the IB diploma as equivalent to the national school leaving examination and to allow teaching of the IB in Greek state schools. This is a step forward as Greece did not officially recognise IB students at all. This recognition gives Greek and non-Greek IB students the right to sit university entrance examinations. The national examination for university entry unfortunately must be taken in the second half of June and only those students who can produce leaving results are allowed to do so. As the IB results are available usually in the first week of July these students sit the examination one year later. A special procedure allows non-Greek nationals with an IB diploma obtained outside Greece to sit the exams in September. We wish to persuade the authorities to apply this procedure to all IB diploma holders.

Turkey also has competitive university entrance examinations and until recently has not recognised the IB



diploma. Now IB students may sit the university entrance examinations and negotiations are taking place to allow the IB to be taught in state schools in Turkey.

Universities in German-speaking Switzerland have regulations concerning the IB diploma which make it mandatory for students to sit further examinations to gain university entrance. Zurich University for instance requires six specific subjects all at higher level. A submission has been made seeking a more realistic recognition of the IB diploma following a meeting in Bern with the chairman of the federal committee of university admission. The recent reform of the Swiss *Maturité* which reduced the number of subjects required from 12 to 9 will help our case. In Finland and the former Yugoslav republic of Macedonia, all students must sit university entrance examinations devised by each institution. In Hungary, students are exempt from individual university entrance examinations if the subjects to be studied at university have been passed in the IB diploma (but all students must do entry examinations in art, music and physical education for entry to teacher training colleges).

All universities in Yemen require Arabic and Islamic studies for entry. In Lithuania, one or two university entrance examinations are required depending on the subjects taken in the IB diploma. In Central and Eastern Europe, some countries are only just beginning to get their education systems in order; in the past there has been virtually no experience of foreign university entrance qualifications, hence some governments and university authorities in this part of the world need more time to consider the IB.

Existing agreements may change. This is the case with Egypt where a 1971 ministerial decree recognised the IB diploma for direct entry into university. For two or three years a ruling about university entrance has required a minimum of seven subjects. IB recognition in Egypt is a problem area we are working on through top level officials such as the ambassador for Egypt to the United Nations Educational, Scientific and Cultural Organization (UNESCO). It has not been easy to obtain a meeting with the appropriate Egyptian authorities who recognise GCE A-levels plus (IGCSE and the French *Baccalauréat* (which does not have seven subjects) but not the IB. We trust that by the time this goes to print, progress will have been made.

IB recognition initiatives vis-à-vis intergovernmental and other organisations

- A submission was made in December 1993 to a committee jointly established by the Council of Europe and UNESCO to negotiate equivalence of university diplomas and university entrance qualifications across Europe. This included UNESCO countries outside Europe. These agreements between nations are often complex and sometimes take two or three years of negotiation. As a result, the IBO was represented at the first joint meeting of the European Network of National Information Centres on Academic Recognition and Mobility (ENIC) and the Network of National Recognition and Information Centres (NARIC) in Budapest in June 1994 and at similar meetings in Bucharest and Paris in 1995.

- The European Association of International Education (EAIE) holds meetings of university admissions officers. The International Baccalaureate Organisation (IBO) is a member of its admissions and credential evaluation subgroup. The IBO attended the annual conference in Milan in October, 1995.

- The task force on human resources: education, training and youth of the European Commission published in September 1993 a document entitled *Requirements for Entry to Higher Education in the European Community*. The official recognition of the IB figures alongside that of the European Baccalaureate for each of the member states.

- The International Association of Universities (IAU) has a very large membership in 127 countries. Its secretariat is the International Universities Bureau at UNESCO House, Paris. One of the main preoccupations of IAU is academic mobility between universities and admissions to universities across borders. The IBO has recently made contact with this UNESCO-founded organisation and will be seeking opportunities to address meetings.

- A number of regional associations of universities belong to the IAU including the Association of African Universities (AAU), whose annual conference took place in Lesotho in January 1995. I spoke about recognition of the IB at this conference.

- Several publications have recently carried articles on the IB: *Context* - a European education magazine; *Savoir*, an educational journal in France; and *Living Together with our Differences*, a UNESCO publication.

I hope that this summary of IB recognition gives a useful overview. The text is based on statements provided by ministerial or university authorities and personal experience. I would be grateful for responses from readers, particularly from those whose experience does not concur with what has been said about any of the countries cited. Readers are referred to the new *IB Recognition Handbook for Europe/Africa/Middle East*, published in January 1995. The data base for this handbook is held in our Stockholm office and is constantly updated. We plan to make it available on the World Wide Web.

AROUND THE IB WORLD

AFFINITIES, STUDENT STYLE

by Kimmo Östman

The Finnish International Baccalaureate Society (FIBS) is, as far as we know, the first nationwide IB student organisation in Europe and perhaps in the world. Current IB students and former ones who have been awarded the diploma are members. The IB is a fairly new system in Finland and the idea behind the society is to help spread information on the IB to Finnish universities and other institutions of higher education. There are members from each of the eight IB schools in Finland and the society will thus also unite IB students.

One of the group's first activities was a Theory of Knowledge (TOK) cruise seminar for 130 students and 10 teachers, organised by senior IB students from Turun normaalikoulu. The group gathered for a 24 hour cruise on the MS Silja Scandinavia, between Turku, Finland and Stockholm, Sweden. The programme consisted of small group discussions of nine topics, covering much of the

TOK syllabus, followed by a concluding meeting for the entire group in the ferry's auditorium. The evening was free for recreation and making friends with students from other IB schools. Many of the discussions from the day were continued that evening.

The society plans to organise similar events on a regular basis.

Kimmo Östman is a student at Turun normaalikoulu, Turku, Finland.

Ed. Note: FIBS can be contacted by e-mail: fibs@freenet.hut.fi. Check the Internet home page at <http://opal.utu.fi/lukio/fibs/>. Mailing address: FIBS co. Kimmo Östman, Lasimestarintie 22, 20320 Turku, Finland

During a break on the Theory of Knowledge seminar cruise.



The student presentation on mathematics in the auditorium.



EXCERPTED FROM A SPEECH BY TURKEY'S MINISTER OF NATIONAL EDUCATION TURHAN TAYAN

To The IB Coordinators' Conference In Istanbul, December 1995

Two years ago you accepted Koç as the first International Baccalaureate school in Turkey; Dogus and Eyüboğlu were also subsequently approved and now the queue for IB approval is getting longer and longer as Turkish schools discover the excitement and virtues of the curriculum which the IB offers. With a growing population of 60 million people, Turkey stands at the gateway of Europe from the Middle East and the gateway of the Middle East from Europe, hopefully offering a role model to our Islamic neighbours on the east and some understanding of the Middle East to our western neighbours.

In education the Turkish Republic is rapidly changing. At the very top levels Turkey produces some remarkable students within the resources of a country where many more people desire an excellent education than current facilities afford. Our mission is to make that education from primary school through university more accessible to greater numbers of people. At the same time, we recognise that the systems which have traditionally been employed in even our best schools require some modification if we are to produce future generations

capable of competing in the international community. And so as a ministry we are constantly looking for ways to reform, improve and expand our programmes so that Turkey is competitive with the rest of the world.

What the International Baccalaureate is beginning to contribute to our thinking is this: we can see in it a model which can in many respects lead the way for us as we work to design the best programmes for Turkish youth. Rather than starting from scratch in all areas, those schools which are adopting the IB are benefiting from the 30 years of experience which has gone into making the IB the world's most recognised and recognisable curriculum. While our country may not ultimately adopt or agree with every facet of the IB programme, its existence and its incorporation into the programmes of some of our schools will shorten the time we have to spend determining our course of study for the future.



Turhan Tayan

THE GREENING OF AUSTRALIA



The Montessori School in Kingsley, Western Australia has the distinction of being the smallest International Baccalaureate (IB) school in Australasia and possibly in the world. It is also one of the rare Montessori schools to offer a secondary programme. The school began an IB programme in 1994. Pictured above: Adam Shamam, the school's first IB examination candidate, getting to know an emu in Merridin, Western Australia. Top right: Briefing for workers before planting 1000 seedlings as part of a land renovation project in Merridin. Bottom right: Planting the seedlings.



IN THE CLASSROOM

OSAKA STUDENTS SEEK PEACE

by Mark Bach

"I ain't gonna study war no more." This line from an African-American spiritual imagined a time when war and militarism would not be a part of our society's consciousness. I used it on a flippant postcard to my recruiter when I requested my dismissal from the United States Marine Corps in 1975 - he was not amused. It was partly my fascination as a young man with the first and second world wars as the defining events of our century that led me to enlist in the military; I did not last there because another war marked my generation, leaving a trace of pacifism.

Years later as a history teacher at the Osaka International School in Japan I am teaching IB history topic 1: *The Causes and Effects of War in the Twentieth Century*. I look at the tremendous impact wars have had on hundreds of millions of my contemporaries. The two

We begin our history study in September with an attempt to recapture the mood of the world at the turn of the century. We try to understand how the world was forever altered in August 1914 with the coming of global war. Each student is then assigned a nation to follow through the war. The students must research their national ambitions and goals as the war begins. When they arrive at November 1918 they tally what was gained and lost - mostly the latter, of course. The stage is then set for a simulation of 1919 where the winners of the Great War met to make a new world order.

The Versailles peace conference, with its internationalism vs. nationalism debates, is an excellent topic. My students travel widely and live expatriate or bicultural lives; fervent patriotism is usually outside their experience. Playing the roles of nations 80 years ago helps them conjure up the emotions of those times.

On the day of the simulation the teacher presides and makes an opening statement to set the tone for the momentous task of reordering the world. The *Big Four* of the USA, France, the United Kingdom and Italy make their statements. Allicent, the trilingual daughter of a French mother and American father raised in Japan comes with a paper moustache to play the role of the French representative. She knows her job is to make Germany pay and seek revenge for her nation's suffering. The simulation pits nation against nation: Italy against Austria, Japan against China, Poland against Russia. And almost everyone gets to take a piece out of Germany. The debate can become lively as the personalities of the delegates and the fruits of student scholarship come out. Will high-minded idealism prevail or will national passions disallow it? The tension between international co-operation and regional concerns is all a part of the experience. And what will become of the world organisation to foster peace, suggested by American President Woodrow Wilson?

Our studies after the simulation lead to an investigation of the legacy of Versailles and the League of Nations born from it. International conflicts that were unresolved in 1919 lead to a greater struggle, more global and more deadly than the first. Another simulation that is popular with the students is the Avalon Hill board game, *The Origins of World War II*. It recreates the crucial 1938-39 period when Hitler sought to enlarge his nation's territory at his neighbours' expense. Germany can, through diplomacy and bluff, take everything unless the other nations stand together to thwart the aggression. France,



great global struggles alternately repel and fascinate us as we look into an abyss of death and savagery. That same duality I faced as a young soldier now leads me to consider how to tell young people today about war and peace. Few have had any encounter with war; peace has been easy to take for granted. Our IB history programme has evolved in response to this.

Germany, Great Britain, the Soviet Union and the United States all try diplomacy, pacts and understandings to gain advantages.

The coming of war and the obvious failure of the League of Nations gives birth to the United Nations. The UN's search for peace in the last fifty years is a complicated story and again, role playing is worthwhile. Osaka International School, like many international schools, has an opportunity to participate in a model United Nations (MUN). It is often a relatively small group of highly motivated students who opt for this experience but all our grade 10 and 11 students serve as ambassadors to the West Japan MUN held at Marist Brothers International School every spring. The MUN experience is thus built into the course. Months of research and planning help prepare them for the regional committees and the general assembly itself. They hammer out resolutions and set agendas with other international schools in the region.

The Versailles simulation in autumn serves then as a warm-up for the longer three day MUN experience in spring. There are many connections between the two simulations: they seek to understand what national interest is and how international politics must always involve making accommodations with other nations. Students find out that there are no simple solutions, whether they are redrawing the map of Europe or passing a resolution. The work of peace is painstaking and discouraging but to give up and let military options replace diplomatic ones is too horrible to consider.

To understand the scourge of war it is useful to have documents, photos, and videos that show it for what it is. Some of these are not for the fainthearted but history must be seen unvarnished. We are fortunate to have in Osaka a peace museum that recreates the city 50 years earlier, just as the American bombing campaign levelled much of the area. Students walk over recreated ruins and read diary entries from other young people about school life during the air raids.

MUN is optional for busy grade 12 students who are completing their studies, finishing their extended essays and more. As an added incentive they are given the option to go to BEIMUN, the model United Nations held annually at Beijing International School. It can be the capstone of three-plus years of studying the inner workings of peace-making and international diplomacy.

The IB history syllabus allows a teacher to examine the experience of war and attempts to avoid it in our century. We find the simulations and board games a welcome departure for students from the readings and lectures; the role playing offers them a chance to experience firsthand how difficult it has been to avoid the confrontations of our century. The next century will be theirs and as we are reminded by the many conflicts still going on in the world in our own time, peacemakers will not soon be out of work.

Mark Bach teaches history at Osaka International School in Japan.

CURTAINS UP!



Peter Orange

Theatre arts was for a number of years a pilot programme, during which time many comments and revisions were made. The programme became increasingly popular, with over 70 IB schools participating. The difficulty for the new programme was that it sometimes challenged more traditional, established drama programmes that were set up as curricular or extracurricular learning areas.

International Baccalaureate North America (IBNA) organised a series of teacher training workshops across the US and Canada, including one in Chicago, Illinois in November for teachers new to the recently designated *open offer* subject, theatre arts. The focus of this workshop was to introduce the various components of the programme to teachers with little or no experience of the IB and/or the IB theatre arts programme. The impetus for this workshop came from careful analysis of IB theatre arts examination results over the last few years. It was clear from that analysis that most of the schools and teachers were approaching the programme in a positive and exciting way. It was also clear that a few schools could benefit from a clarification workshop in order to take the strengths of their existing work and adapt them to the existing IB model.

Of the 22 teachers taking part from a range of US and Canadian schools only three had experience of the IB and the theatre arts programme. Teachers were asked to bring pencil and paper for recording and writing up a mock theatre arts portfolio. This part of the workshop was critical and very useful. It allowed the teachers to go through the process of reflection and writing up sessions in the same way that their students must during the school year. It was an eye-opening experience for many as the portfolios were assessed each day and handed back to teachers for further development. A guide was given to the teachers that they could use in future to develop their own needs-specific areas of writing for the portfolios.

The workshop began with some degree of apprehension. There was concern about teacher expertise and experience, physical resources, time management difficulties, administrative and collegial conflicts and

TEACHERS TAKE TO THE IB STAGE

by Peter Orange

personal energy problems. With each session, however, there was an air of new-found confidence and strength as both the exercises and discussions allowed new perspectives to be adopted. The use of the mock portfolio and the subsequent mock grading each day helped enormously to assuage the feelings of being lost or inadequate. This was the most important hurdle for the teachers to overcome.

The cast of "Godspell" at the International School of Geneva, where Peter Orange was chairperson of the theatre arts department until his recent move to the faculty of education, drama department at Cambridge University, UK.



"Twelfth Night" Sir Toby Belch

The workshops allowed for great flexibility in the dynamics of the group. There were numerous demonstrations and suggestions concerning methodologies that kept to the holistic and experiential/experimental nature of the IB theatre arts syllabus. Teachers found that they had more resources available to them than they had thought. By the end of the second day there was a groundswell of excitement and sessions often lasted well after the scheduled time as small groups met to exchange ideas and approaches to the syllabus.

The workshops became investigative and exploratory. Although much time went into presenting the elements of the programme, an equally valuable amount of time went into discussing how a particular school or programme could implement them. A proposal was made to offer master classes to these schools - teachers and students. This would involve an IB theatre arts specialist visiting to help develop appropriate teaching methods and curriculum management strategies. They all realised by the final day that the IB theatre arts programme is not a frill or addendum to the *academic* subjects; as one teacher noted in a portfolio, "all areas of theatre craft are integral to the aesthetic intent."

Peter J. Orange is a member of the IB subject committee for theatre arts, and an examiner for the IB.

THE NEW SCIENCE GROUP PROJECT: ECUADOR

by Richard Sherry

Students in the international section of the Colegio Americano de Quito (ASQ) in Ecuador last autumn participated in a scientific research project based on the International Baccalaureate's (IB) new experimental sciences curriculum model projects. The project covered three topics involving the Rio (river) Ayampe in an area of Ecuador known as Machalilla (pronounced ma-cha-LEE-ah). The whole region, including the Machalilla National Park nearby, is under considerable development pressure due to petroleum activities and high population density. It is thus an ideal source of topics for projects of this nature.

The group project piggybacked perfectly with an annual ASQ science field trip to Machalilla, on the Pacific coast. The area is ideal for student fieldwork because of its biodiversity. It is the site of one of the best preserved tropical dry forests in Latin America and is next to a cloud and rain forest as well as beautiful beaches.

The teachers who designed the project - Marcia Colsmith, Dean Rule, Richard Sherry and department head Beatriz Salguero - divided the 45 students into three evenly sized groups, each with a problem question. The IB students became *Team Electrical*; their objective was to evaluate the area and choose a location for a dam to supply hydroelectric power to the Rio Ayampe watershed area. *Team Alternatives* was given the job of finding other means of providing electricity to the same area. *Team Water* had to design a plan to use the river to provide potable water for the local population. Each of these projects addressed real problems faced by the nation. Electricity shortages and boiled water are continuing realities in Ecuador, as the country struggles with development.



Marcia Colsmith
Dean Rule

Richard Sherry
Beatriz Salguero



Students were then grouped by subject speciality (biology, chemistry, environmental systems, physics) to develop plans and carry out on-site investigations. Each group had to present a concise report and systems diagram of their solution.

The project design was based on several objectives. Students would use scientific investigation skills learned at ASQ in a setting less artificial than a classroom laboratory. We wanted students to experience the process of scientific investigation in a team context and we wanted them to experience working in a small group. Students, as members of a large team assigned a specific objective, would learn to manage the natural tension engendered by a variety of opinions surfacing while working towards a solution; they had to face the difficulties of writing a final report by committee. Finally, we felt students should be able to describe the experience of working on a large and mixed team: team members with differing viewpoints based upon conflicting goals and with different levels of commitment and ability. We wanted to offer them a glimpse of their future as part of a team, whether it be scientific, engineering, business, or other.

The project's structure was as follows: students were divided into subject speciality subcommittees of three to five. Each team consisted of four subcommittees, one from each of the specialities. This gave students a chance to work in their speciality areas as well as an opportunity to interact with students from other disciplines. Each team selected a leader and each subcommittee a chairperson, recorder, library researcher and equipment manager.

The project was planned to run in three phases covering about six weeks. The time frame allowed students to finish their extended essays, come up to speed on the new project and get ready for the field trip to Machalilla - not to mention handle the general course load and other demands. The senior IB student's life is a busy one!

The three week pre-trip phase introduced students to the project: the problem question; the concept of a systems approach to problem solving; using a local scientific expert. Students used the time to become familiar with their topics and to make plans for their investigations when at the coast. Approximately four hours of class time, two after school meetings, and the students' own time were required to complete this phase.

Phase two was the five day visit to Machalilla in November 1995. We stayed in a large, rustic cabin adjacent to the ecotourism centre, Alandaluz. Teachers built the timetables: a day and a half were devoted to the project and two days to subject-specific practical work. The student teams were responsible for preparing most meals, washing dishes, and the general tidiness of the 10 room cabin. Project related activities centred around a 12 km walk upriver to examine the topography, biology, chemistry, and general environment of Rio Ayampe. Students did onsite investigations of their choice (eg, measuring the kinetic energy of the river, observing species of flora and fauna, interviewing farmers).

The Rio Ayampe drains into the Pacific Ocean at about one and a half degrees latitude south of the Equator, after emerging from a tropical rain forest. It is the only river in this part of Ecuador to flow year round, although it is merely a large stream during the dry season. The needs of people in three small nearby villages and the fishing town of Puerto Lopez sparked the choice of electricity and potable water as topics.

Each group produced a three page report during phase three of the project. *Team Electrical* (the IB students) specified how and where a dam could be built, but recommended against doing so. They felt the water flow was too unreliable and the environmental and human impact was too great. *Team Alternative* decided on a slow phase-in of solar electricity generation over thermal electricity and wind generation, but only as a supplement to the existing power grid. The high capital cost made the alternative very difficult to implement. *Team Water* developed a scheme for producing potable water from the river - one that was mirrored by a government report barely one month later. Again, high costs would make the scheme difficult to implement.

A questionnaire revealed that students felt the experience was worthwhile; most said they would willingly participate in a similar project again. They felt the arrangement of the teams was only satisfactory. Our overall perceptions and theirs varied. Most rated their own team participation very good or excellent whereas we did not give all of them quite the same rating. They wanted more information prior to the trip. However, we could not see how we could improve on: bringing in an expert on the area; having two thick, detailed reports on the area's flora, fauna and water flows; providing a detailed topographic map. Finally, their uncritical high rating of the team leadership did not reflect some of the difficulties we saw.

We will make several changes next time, some prompted by the evolution of the new scientific research project (see Andy Williams' article, *IB World*, August 1995):

- The students rightfully criticised the project assessment as too heavily weighted for the report, with too little

for individual effort. (Contrary to the new IB position, we feel marking the project is necessary to help motivate the students.)

- They highlighted the need for carefully choosing team and subcommittee leaders and we observed difficulties when this was done incorrectly. Thus we will provide some guidelines to aid them in this important task.



- They have great difficulty understanding the idea behind a logbook - jotting down ideas, notes, observations, questions and meeting minutes. Many rewrote their rough notes into two-colour formal notes before we collected them for assessment. We will have to begin this training in lower grades and emphasise the idea more as the project progresses.

- We let the students be responsible for completing the report. This resulted in all being submitted well past the due date. We believe guided class time is needed during this final phase: to hash out the issues and arguments and work out a consensus solution; to develop at least the skeleton of the report and/or presentation.

- Finally, the product of the project was a written report. In the future we intend to allow students much more flexibility to choose the form of the final product, in concurrence with the IB philosophy of emphasising process over product.

The flaws in our first scientific investigation effort do not diminish the tremendous wealth of experience the students gained. Working together, they found credible solutions to three very real and very complicated questions. They finished the project realising they had participated in something special. Our school had already given them a special experience by supporting the annual science field trip to Machalilla. The IB science project gives us an excellent way of enhancing this opportunity.

Richard Sherry teaches physics in the international section of the Colegio Americano de Quito in Ecuador.

THE NEW SCIENCE GROUP PROJECT: ENGLAND

by the science staff
St Clare's, Oxford, England

When it became clear that the science group project was soon to become a part of our lives, the science department at St. Clare's decided to give it a trial run in the current academic year before the formal introduction in September. We felt both excited and apprehensive at the prospect. We were excited about the opportunity for team work, raising the profile of science and providing a chance for community fun, perhaps even with a lasting constructive outcome. We were apprehensive, however, about the disruption to the pattern of the academic year, the loss of conventional class time and the reactions of our colleagues. We were also concerned about the logistics, the administration involved and the necessary degree of uncertainty and open-endedness in all our planning.

Good timing was crucial. As we had already planned one of our regular *special days* on the environment, we proposed to launch the project on this day, set for mid-November. It would follow lectures, films and seminars from invited speakers. The climax would come a month later, a couple of days before the end of term. All teaching staff agreed to this timetable despite the obvious disadvantages of spanning the end of term tests and clashing with a play production and other pre-Christmas festivities.

In keeping with the subject matter of our *special day* and with the stated aims of the science group project we chose *Evaluating the Environment at St. Clare's* as our umbrella title. Groups would be instructed to choose a specific research question within this area. We feared that the students would have trouble coming up with suitable topics or that they would all make the same choice. In the event these fears were groundless.

Grouping students appropriately to ensure co-operation between the sciences was a little tricky. Pastoral groups and class sets were clearly ruled out, but fortunately we found that Theory of Knowledge (TOK) groups worked quite well. They had already been organised to give an equitable mix with regard to nationality, mother tongue and gender. It so happened that all four sciences we teach were represented in each, though the numbers varied between groups. We thought that the advantages of using pre-existing units, with an identity and experience of co-operation, outweighed any disadvantages. We ended up with six groups of 15 or 16 students, each overseen by a member of the science faculty.

Defining the task well seemed a key factor in the success of the enterprise. It was clear from discussions amongst ourselves and at staff meetings that the nature of the task was complex: the need to satisfy several different criteria simultaneously was not easy to put into practise. We produced two sheets of materials for students (available upon request). Despite - or perhaps because of - these, staff and students were apprehensive, especially in terms of the need to pursue one's own science in spite of the interdisciplinary nature of the question. Students had a tendency to form physics or biology sub-groups; if these were poorly represented, chemists or environmental systems students were roped in, at the expense of their own speciality. Students studying more than one science initially felt overburdened, but as time progressed these were the students who threw themselves into the spirit of the enterprise most energetically and enjoyed themselves most.



The projects chosen by students included: the efficiency of our heating system; the impact of smoking on our environment; the eco-friendliness of our canteen and the impact on local aquatic environments of detergents used in cleaning. Using the detergents example, biologists looked at the effects of these on the growth of duckweed and fungi such as bread moulds; physicists compared the impact of detergents on surface tension and thus the implications for surface dwelling aquatic invertebrates; environmental studies students measured the detergents' relative foam production and light reduction in water bodies; and the chemists compared their phosphate content. In conclusion the group were able to make some preliminary statements about the use of detergents at St. Clare's.

Supervision had to be co-operative, with each student usually having at least two teachers to advise on the project: the team supervisor and the subject teacher. One of us had none of his own students in his group, and another only one. Other teachers experienced greater overlap between the two roles. For students, this meant limited continuity of supervision, but on the other hand two different, experienced brains had usually considered their problem. Despite all our efforts to encourage students to plan ahead, the demands upon resources, staff and especially technicians were considerable and unpredictable. The fun side of this was a busy lab with many different groups of students urgently involved in different quests. The down side was the chaos, the harassed staff trying to meet incompatible demands and the isolated student who had project partners in different classes, who were unable to co-operate at useful times. As teachers, we must have spent far more time on the group project than teaching hours allocated would suggest, though this would be difficult to quantify.

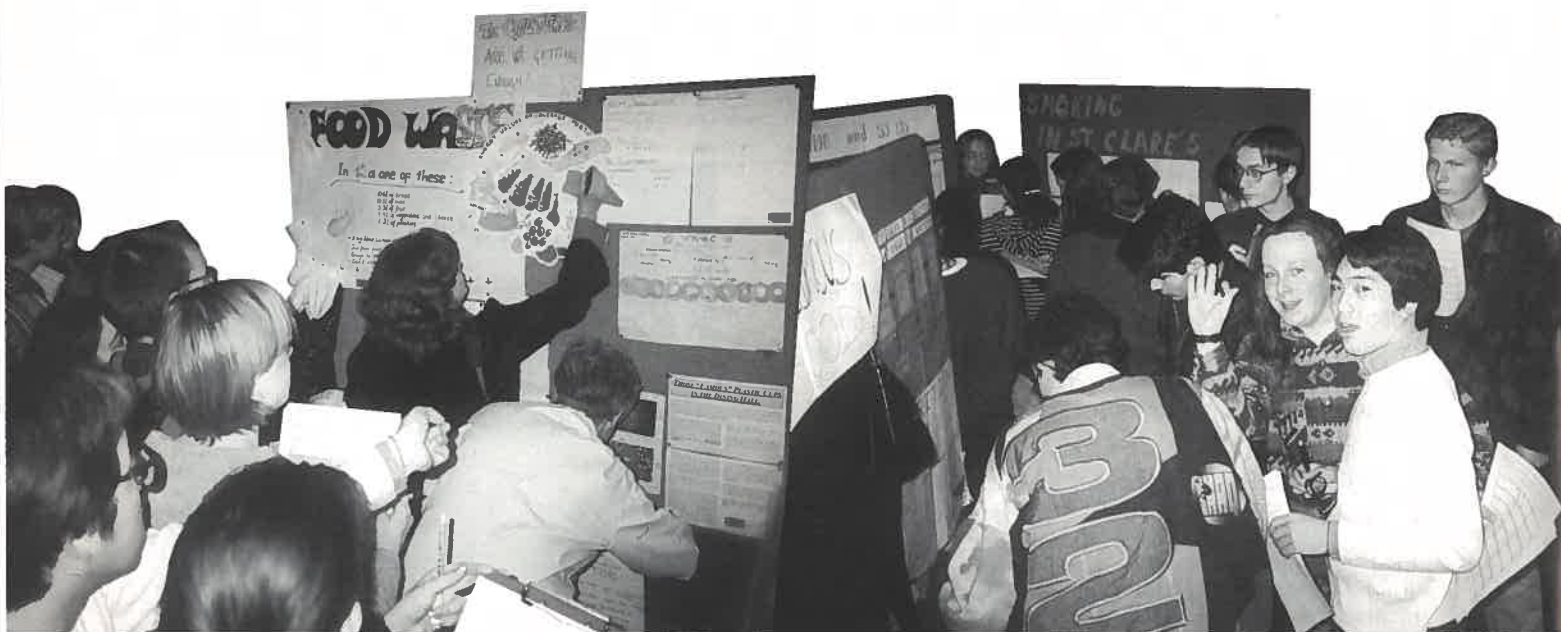
The climax came at the end of term and occupied an entire morning. Each project team was allocated a display space and each subject group made a poster illustrating its activities and findings. The teams also made brief presentations to the assembled company of students and staff. Students evaluated posters and presentations for skill in communications and the students took this peer review exercise very seriously. Anticipation of scrutiny by friends focused all on the task at hand, and quite probably added to the quality of the poster display. Students studied others posters most earnestly, sometimes even pursuing the authors to question them. They became familiar with the assessment criteria through using them repeatedly. The morning had a good blend of tension, challenge and entertainment. Almost every individual in the year group participated actively and several students said later that they had especially enjoyed the sense of carnival and cohesion which the festivities engendered.

Assessment, recordkeeping and feedback are the tedious aftermath of any such exercise. We decided to use the existing internal assessment criteria to avoid confusing the students, and to mesh more easily with their lab portfolio. We had sufficient evidence to score all the skills. In general, members of a subgroup were given the same grades for work undertaken jointly, unless we had good reason to act otherwise. As supervision had involved more than one of us, the team tutor supplied the subject tutor with grades and brief comments on all students, and the subject tutor added to these and altered them if need be, in the light of his or her own observations. They were then recorded in the normal way and returned to the students with the brief account of activities which the students had handed in at the end of the presentations. The project provided an excellent basis for assessing attitude and planning skills, less crucial in more routine practical activities.

The quality of the scientific work resulting from the different projects varied enormously. Some good science suffered from poor presentation and slight research ended up looking impressive. Some students had worked very hard and learnt a lot, others took a back seat and one or two did not contribute at all. Some students felt resentful that they had been taken advantage of by their peers, and others felt that circumstances had made it difficult for them to play a full part, despite their best efforts. Safety is an especially important consideration in all open-ended investigations. As supervisors it was difficult to keep as close an eye on the progress of the work as one would normally do. We accepted at an early stage that we would have to leave the responsibility for organisation largely to the students themselves. We did, however, insist on a risk assessment, recorded and approved by a tutor before any action. Some rose to the challenge of such autonomy and swam, some sank. The vast majority swam reasonably well.

In retrospect the pattern of our project worked well, though we shall have to reconsider the timing. Socially, the early slot worked well. Academically, the outcome might have been better if we had chosen a later date. In practice we suspect any times will have similar advantages and disadvantages. We shall have to make it easier for teams and subject groups to meet, with appropriate resources and support, during the action phase. Having disrupted the normal timetable at the outset and conclusion, we had hoped that ad hoc arrangements would suffice in the middle. They did for some, but by no means all. At a recent meeting, other staff expressed only interest and support instead of the inconvenience we might have expected. Many welcomed our project as an excellent way of maintaining momentum and challenge to the very end of term. The peer review element, as already mentioned, has had all sorts of advantages, and we shall certainly retain this in some form. We have had lots of fun.

The science staff: Simon Davis, Carolyn Halliday, David Gomm, Nick Lee, Kelvin Moon, Judith Nunn, Stephanie O'Keefe, Jackie Yeo. For a copy of materials prepared for students, contact the science staff at: St. Clare's, 139 Banbury Road, Oxford OX2 7AL, UK. Fax: +44 1865 310 002.



CURRICULUM INITIATIVES

WORLD CULTURES - *the course* - IS HERE!

by John Plommer

Our world cultures unit starts like this:

"Look at this slide of a cast bronze head from Benin. It is just over 300 years old. What observations can you make?"

"Well, it's not a real portrait," says one student. "It shows a lot of technical ability," chimes in another. "It's decorated with a pattern," comments a third. I ask Michael to be more specific. "Well - sort of geometric - lines that don't really look like anything real."

By the end of the course the students have learned terms like *stylised*, *representational* and *lost wax technique* and they have learned a great deal about the nature of Benin court ritual and the origin and roles of the bronzes. They then visit the Benin gallery in the ethnographic museum in Vienna, where they return to the spirit of the first lesson but armed with a formidable array of analytical techniques. During these visits it was rewarding to see the students totally absorbed as they observed the heads and other objects in their display cases, making reams of notes. No worksheets, no correct answer to search for - just observe, analyse and try to organise tentative conclusions into a framework to facilitate comparisons with other cultures.

The course came into being after I had long pondered several problems. One was the abiding concern of the International Baccalaureate (IBO) and many of us who teach in schools which offer the IB Diploma Programme to make it less European, less Western and more international. Another was my dissatisfaction, at least at the secondary level, with what I view as the overly-academic and very Western nature of art history. This is especially true when dealing with non-Western art forms. The study of milieu tends to be superficial and reflects values foreign to the culture under study. I wanted to look at art objects and other manifestations of the culture as much as possible in their own terms. I also was dissatisfied with the sociological approach to cultural studies: too theoretical, speculative and boring to interest many students.

How do you go about structuring a course - how do you create a curriculum? Do you try to include every culture in the world? This would clearly be impossible and undesirable. Do you choose arbitrarily, or are there criteria? I decided to choose ten cultures spread across the continents. I was looking for diversity and considering the availability of literature and images I could present to the students. For the second part of the course, designed as a study of the local culture I looked to Italy and adjacent areas.

The programme is content rich. It is impossible to cover comprehensively all the topics in the course outline (available upon request; see below) within the two years of a subsidiary/standard level course. That is not the intention. Some reference is made to all parts but much of the material is approached through student project work. Within each topic, the methodology focuses only on limited manifestations of each culture. There is a danger this could produce a scattered and eclectic approach or turn it into a survey course. The secret lies in the method, which is consistent and allows students to conceptualise and compare. This provides them with an ordered approach that leads to insight - without a need for encyclopedic knowledge. Once students have appropriated the methodology they have a tool for life, inside school and out.

This May the pioneer group of students at the United World College of the Adriatic will take their examinations. The second group, now in their first IB year, are as keen and many more in number. I am overjoyed that four years of developmental work have borne such splendid fruit.

If there is sufficient interest from other schools the next step is to offer the course, with revisions and alternate local area studies, as a pilot programme. To that end, a workshop will be held in Duino, Italy in late May. For materials and further information, contact: John Plommer, Adriatic College by fax at +39 40 3739235.

Comparative Programme of Study Through Works of Art and Other Cultural Phenomena is the subtitle to the newly-approved IB diploma school-based syllabus in group 3, offered since 1994 at the United World College of the Adriatic in Duino, Italy.

John Plommer is humanities coordinator at the United World College of the Adriatic in Italy. He teaches the world cultures school-based syllabus.



The first year world cultures students take a break from looking at slides, visiting museums and reading books to try to look at one art form more from the inside. First they draw images derived from the art of the native peoples of North America's north-west coast, and then they make a series of masks which were later painted with the same type of designs.

The pioneer world cultures classes pause at the country house in Burgenland of Adriatic College IB coordinator Franziska Raimund (centre), on their way to the Vienna museum last November. The author is on the left, with Henry Thomas nearby.



GIVE THE ARTS THEIR DUE

by Arthur Pontes

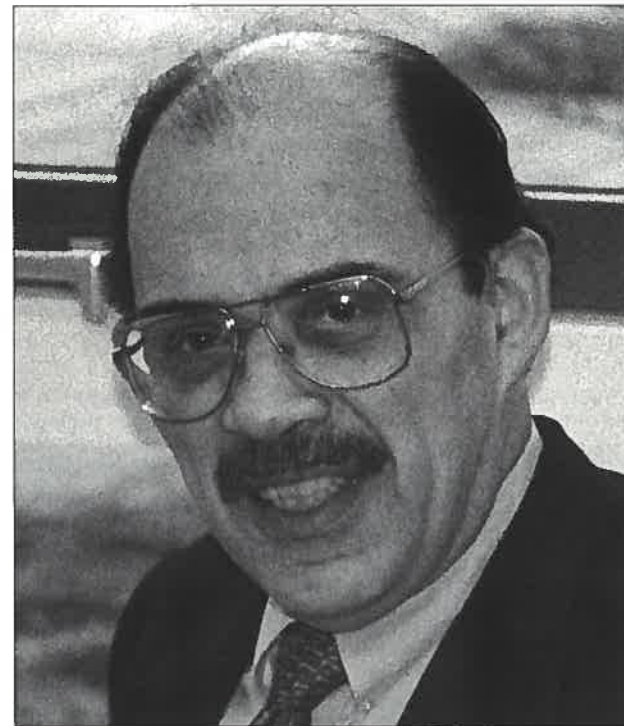
What do we want students to know in 1996? An encyclopedic approach to learning is increasingly irrelevant as well as ever more difficult for practical reasons. The International Baccalaureate Diploma Programme's emphasis on how to learn rather than on information gathering is a strength which, followed to its logical conclusion, leads one to want students to experience as many ways of *knowing* and *speaking* as is possible. This leads us to one of the neglected areas of the diploma - the arts.

The rational models provided by traditional academic subjects offer only certain approaches to *knowing*. The kind of knowledge gained from studying the various arts - plastic, dramatic, celluloid, musical, and those emphasising movement (dance and mime) - is of a different order. The ways of *speaking* offered by the arts often cross linguistic barriers; only mathematics has this virtue among the other subjects in the IB programme. Traditional refers, of course, to recent tradition, given the important role the arts played in education in the ancient world and, indeed, in education before the 17th and 18th century Enlightenment.

We learn through all our senses. We may tend to favour a rational approach to processing experiences gained through the senses. This does not deny the validity of sensory experiences themselves: as a way of appreciating reality, of interpreting the world, of demonstrating an understanding of the world to others, and of expressing our own cultural perspective to others who may not speak our tongue.

When we wish to emphasise something about ourselves we often resort to the arts or use artistic vocabularies. The February 1995 Europe/Africa/Middle East regional conference in Athens provides an example. What did the Costeas-Gitonas school choose as an appropriate expression of themselves as a school that is Greek, international and an International Baccalaureate Organisation (IBO) school? Did they present us with their IB exam results for the last six years? Did they hand out copies of extended essays? Were we shown elegant solutions for math or science problems? They chose to give us a student performance of a scene from "*Antigone*" accompanied by a four language written version. The farewell gifts from the two host schools were an agenda filled with copies of artwork and a paperweight reproduction in miniature of a Greek piece of ceramic-ware. Geoffrey Tindyebe of Kenya recited verses from a song from *South Pacific* to end his speech and make his point about international understanding. Ian Hill, regional director, spoke about the importance of creativity in the IB and Roger Peel, IBO director general, made reference to the elegance of a statement. *Elegance* is, of course, a term of aesthetic judgement.

Mr Peel made the point at the Athens conference that we should be providing IB students with "something fundamental for the rest of their lives." What could be more fundamental than an understanding of the role that the arts play in our lives? We must reconsider the role of the arts in the IB curriculum once we realise how the arts can empower students who may in other ways be relatively inarticulate; when we see how the arts can transform students' lives; when we see these students' ability to communicate in a powerful fashion without the use of verbal language, through the medium of the arts.



Arthur Pontes

Producers of Culture

A study of the arts is essential if we are to be expressive social creatures. Laboratory experiments are viewed in IB sciences as crucial to an understanding of science. In like fashion, we at The American School of The Hague see performance as crucial to an understanding of the arts. An arts programme without it is akin to a science programme without laboratory work - all theory and no practice. We want students to participate in what artists do when they work. We want a strong performance component to complement a good grounding in the theories of the field and to develop a strong sense of appreciation. We want to create producers of culture, not just people who consume and appreciate it.

Mass Culture

There is some debate about mass culture forming the values of our world's youth. The most important elements of mass culture are hardly dealt with in the IB curriculum or any other curriculum, for that matter. All indications are that most children and adults spend enormous amounts of time watching film in a theatre or via a video player or watching television for entertainment and information. The single area of cultural life in which our students are heavily invested and in which they are likely to remain heavily invested as adults receives little or no treatment from the academic world. Perhaps we consider it too low-brow to dedicate our time to it in school, but then how relevant is our education to the lives of children? Television and film should perhaps be approached much as we approach literature: media could be used in a comparative study of drama or theatre. It could become a required component of IB language courses. How can we send children into the world without critical judgement skills in the very art form that dominates our age in such an obvious way? What world are we educating children for?

The Hidden Curriculum

The arts is the only one of the six subject categories for the IB diploma which includes electives. Putting the arts in this category is part of a hidden curriculum which states exactly how important the arts are in the eyes of the IBO. This must change if we really wish to be innovators in education. The fact that many schools do not give the arts a more prominent role in their programmes reflects a failure of vision and leadership. We need to believe that the arts will become, once again, a major academic area with the same dedication that the founders of the IB had when they began to advocate the IB programme.

Individuals and Societies

The American School of The Hague has traditionally had a strong arts programme: in vocal and instrumental music, drama, visual arts, and practical arts. A concern in our school community has been that the IB programme does not appear to share our belief in the importance of the arts to full intellectual development. The IB diploma, like many other programmes, seems to be left-brain dominated. Should we continue to allow only one-sixth of the curriculum to be allocated to what one half of the brain does? We do not expect that the arts will at first assume the same importance in all IB schools but we want to be able to continue with our vision, within the IB. The IB really has several diplomas. It is possible to take two sciences, two courses under *individuals and societies* (group 3) or three languages. In all of these cases arts subjects are not needed for an IB diploma to be granted. Even those taking a regular IB diploma may only take one arts subject unless they opt for an extra certificate.

Proposed Changes in the IB Programme

We propose the following:

- The IB diploma should be changed immediately to permit a student to take two arts subjects in the same way that a student may now take two of many other subjects. This should be done in time for the 1997 examination session.
- Students would be allowed to choose six of seven or six of eight subjects, thereby allowing for an *arts diploma* similar to the IB's other diplomas. The diploma requirements could be made into a heptagon or even an octagon and the IBO could decide what subject would be replaced by the additional arts subject. A case could be made for dropping mathematics, a foreign language, a social science, or a laboratory science but this should be decided through the normal IBO channels for curriculum change. This should be an option for schools wishing to pursue this type of diploma, rather than a requirement.
- Perhaps some new negotiations might be required with various ministries of education to gain acceptance of this idea but there is no reason to prevent its implementation in countries where the ministry of education poses no problem.
- The weighting of performance or application in IB arts subjects should be increased or better balanced in relation to the weighting given to theory. An increased role for creative writing, visual expression, dramatic performance, and national musical expressions should be given in current programmes for languages A and B.
- A committee should be created to study the role in the IB of film and television. Production as well as appreciation and criticism should be considered part of any such programme.

We trust that these ideas will be received in the open spirit in which they are given. The IB offers a great deal to schools and is a challenge for institutions and students alike. Schools, in their diversity, have something to offer the IB - in our case, our beliefs about the arts as a stimulus for further thought and action.

Arthur Pontes is IB coordinator for the Arts Center at The American School of The Hague.

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CAS TODAY

ORPHANS OF WAR

by Vladimir Ivkovi

The war in Croatia and Bosnia-Herzegovina has cost approximately 250,000 people their lives during the past five years. Some 10,000 were children. In addition, there are approximately 3,000 children who lost both parents and roughly three times that number who lost one parent. These figures alone should suffice to depict the horrors of this war - but also, all wars.

I have been engaged in Creativity, Action, Service (CAS) activities for the past two years; my choice of service was to help children without a family. I have gained experience in interacting with children traumatised by their war experiences. There is a profound difference in approaching orphans of war and children who have lost their parents due to the family breaking up. War orphans suffer from various traumas caused by the atrocities committed in their presence. This is especially true when it is the case of children being forced to watch or even participate in their parents' execution. For this reason, it is vital that the approach to a child is made with the utmost care, tenderness and respect for his or her personality. Orphans of war desperately need the love and attention that have been taken away from them in such a cruel way.

I was working with a boy called Sasa. He was fourteen and had no parents to take care of him when I went to his orphanage. My first impression of the home he and forty other children lived in was one of sorrow. Nevertheless, there was something about the institution that gave me hope. I stood in the lobby at the beginning of a long staircase that leads to the bedrooms. There was no one there since all the kids were at school. That week Sasa's lessons were scheduled for the afternoon. I imagined what he might look like, what he might be interested in, but most of all what he had gone through in the past several years.

Seconds after this rather gloomy train of thought, I heard footsteps rushing down the staircase. A boy appeared: his hair was wavy and his eyes shining brightly as if waiting for me to say something funny. We introduced ourselves and went to work immediately. Mathematics was by far the biggest school problem for him - but then it was for me, too! It seemed to me that I had found a long lost brother of mine in that boy. It was not so much similarities that brought us close together - quite the contrary - but rather our mutual need for love. From that moment on our friendship kept getting stronger and better.

I was initially supposed to help him with his mathematics, but in the months to follow, our friendship evolved



Vladimir Ivkovi and Sasa, XV Gimnazija, Zagreb, Croatia

into something that went much further than me helping with school assignments. It was a truly grand feeling to be able to see the difference in the person, knowing that the change was partially due to my contribution to the perennial struggle of good against evil, knowledge against ignorance, and finally hope against lethargy. This sentence may sound a bit pathetic, but it is my opinion that the best way to cope with any problem is simply to set a higher goal to be achieved through your actions.

This is something Sasa and I worked on together and we have seen significant results. His grades improved dramatically in the course of one month, and he has become the class officer. A very positive thing about his development is that he was never satisfied with his achievements, but constantly expressed a desire to increase the amount of work as well as the quality of the work he undertook. He finally came to a point where he always felt the knowledge he possessed was not adequate and only greater striving would satisfy him. It is this aspect of his development that has struck me most forcefully, since it will enable him to advance even more in the near future, when he will need it the most.

Sasa and I, during our two year friendship, have done many things besides the professional part of the service programme. If he had no schoolwork we would go for a walk or to a movie, but most often to a basketball game. We are both great fans and we not only watch games, we play basketball ourselves. Sasa needed to lighten the pressure from his obligations and worries and I was thrilled to be able to spend time with him doing an enjoyable activity while deepening our friendship.

This was the best way of getting to know all the children from Sasa's orphanage and I became a part of their lives as much as they became a part of mine. I can only say that I am proud to have so many and such wonderful friends. They are so vivacious, loving and open that it was hard for me to believe that I was, in fact, in an orphanage. I guess that after getting to know all of them my view of orphanages as a kind of hell on earth has vanished. I am not saying that it is an ideal environment for a child to grow up in, but it does give the child something many children seem to lack these days: an ability to freely express gratitude and joy. The only skill needed to get a bit closer to them is respect for what they have to say.

Participation in the CAS program gave me insight into many things. Not only have I helped a child, which made me feel extremely good and rather important in my own eyes, but I have gained another perspective on life. The only drawback of the CAS service may be the broken connection after I finish my International Baccalaureate (IB). This has been the case with many people before me but I will do my best to put an end to this tradition.

Vladimir Ivkovi is an IB student at XV Gimnazija, Zagreb, Croatia.

HANDS UP!

by Sophie van Dommelen

Last year students asked me if it was possible to learn sign language because so many people in the USA use it. It is not very easy to find a sign language teacher in the south of France but fortunately there is an association called *Cri du Silence* in Nice; the president is a woman with hearing whose mother tongue (if I may say so) is sign language. Both her parents were deaf and communicated in this language. Twenty students divided into two groups began a course, working with a young deaf woman, Marie-Noëlle, who is a qualified sign language teacher. They learned fast and after only 13 lessons were capable of having a short conversation in sign language, just as with any other new language.

Questions quickly arose: How would they continue? What could they do with the experience? Where could they practice this language? There is very little opportunity here to meet deaf people. The president of the *Cri du Silence* gave me the name of two schools in Nice with some deaf students. I met with one of the teachers, who was enthusiastic about the idea of having students from the two schools organise a kind of treasure hunt with photos in the lovely old town of St Paul de Vence. There were five deaf girls and three of our students; each of our students played the game with one or two deaf students and therefore had to communicate in sign language. There was some confusion but it was great fun to try to communicate and work together to find solutions to the questions asked on their game sheets.



We all had a drink in a bar after the game, sitting around four tables pulled together. We were able to carry on several discussions at the same time - this is a big advantage of sign language since you don't disturb others speaking at the same time. We, the hearing, tried hard to understand what was being said and realised how difficult it is after so few lessons.

One of the deaf students, Aurore, was very curious about how our school works so I invited her to visit. She lives near enough our school to join us during our sign language course with a new group of students; she will assist Marie-Noëlle with the teaching. I am sure this will give another dimension to the course for our students and I hope the contacts can be continued and consolidated.

One of the Sophia Antipolis students, Linnet Monahan, wrote her impressions:

What does it mean in daily life to be deaf?

- When you want to cross a road you cannot hear cars coming and you must depend entirely on your sight.
- People who want to pass you on a sidewalk have to touch you; you cannot hear them say "sorry", and not realising you are deaf, they get annoyed.

- You have difficulty getting each other's attention - you have to do it with hand movements or by tapping the person's shoulder.

- When people walk away from you, [perhaps] you can't call them back - you have to go and fetch them.

- When we asked for help during the game in one of the shops, the shopkeeper looked at the girls as if they were mentally handicapped.

Even when the deaf can lip-read, the effort they have to make to understand us is so much more than what we need to understand them. I wonder why more people don't take that small step to meet them. I considered sign language a branch of French or any other language before I spent this afternoon with the deaf students. Now I realise it is a separate language, with its own grammar, vocabulary and dialects. French is like a second language to these students, but even more difficult than I would consider Chinese.

Sophie van Dommelen is CAS coordinator at the International School of Sophia Antipolis near Nice, France.

POINT OF CONTACT

by Majda Wozniak

It is impossible not to be deeply involved with the fatal events of our time. Voluntary Social Work is the name of a group of 100 students, of whom nearly half are IB students, which I have coordinated since 1988. The aim is to develop friendly relations with disabled and abandoned children, refugees from Bosnia, the elderly or the blind. The group also helps students in our primary schools who have educational problems and they visit boys in two homes for juvenile delinquents. Our work is designed to develop social connections and bring people together through different activities. It is our experience that this is the best way to create warm and sincere relationships which encourage the social growth of students and the people they help.

We began to offer assistance to the refugee centre as soon as refugees started to come to Maribor. The first year they were from Croatia, later from Bosnia. It has now been eight years since the first families found a temporary home in Maribor. Their numbers, way of living and thinking as well as plans and perspectives have constantly changed. We continued to modify our activities according to the changing needs.

During the first year, some 20 volunteers visited entire families, trying to help them to find their self-confidence



Two CAS students with Bosnian children

and personal identity again, to overcome the problem of estrangement from their own home, way of life, family and culture. We also provided all the material help we could. The following year, when life in the refugee centre was a bit more settled, we organised more activities for children. A kindergarten and two groups of English courses were our responsibility.

The situation began to change rapidly about two years ago. Many families left, some to their relatives or friends in different European countries, some back to Bosnia. Those who had to stay despaired and longed impatiently to return. Farewells were painful yet full of hope. Our refugee centre became a place with very closeknit relationships and a good deal of atmosphere.

We decided at this point to move our activities outside the centre and work on a programme of psychosocial help, supported by a Slovene foundation. It was intended to help the high school generation and was based on personal and friendly relationships between our students and Bosnian students: we could offer personal and educational help, including integrating Bosnians into the Slovene environment and school programmes.

One of my IB students, Mojca, wrote in her report: "I have learned a lot about how to make contact with another person, how to become close to someone, and at the same time to let her get close to me, too. I think I also learned to respect my own life, for I can see how lucky I am, living with my whole family in the country where I was born. I hope I helped Zenaida to get the feeling that we respect her and her family as persons, for I found them really good, honourable people."

The primary schools in Maribor opened their doors to refugee children for the first time in September, at which point we decided to offer our help to primary school children. The children are so happy to attend a real school

again, but they need a lot of attention. The children were placed in several different primary schools so that we now have small groups of at most five children working with one volunteer who tries to bring them nearer the Slovene language. The volunteer helps them with all educational and non-educational problems.

One student, Jernej, summarized the experience: "And in the end you find out that sharing simply becomes not only an essential part of your life, but also a part that does not need any explaining. It is something that you do for others and for yourself at the same time."



Friends in front of the Malačnik primary school.

Majda Wozniak is the CAS supervisor at Druga Gimnazija Maribor, Slovenia.



At the Drago Kobal primary school.

Anita, a refugee from Sarajevo, is an IB student.





Photo: Service in Slovakia

Students at Gimnazium Jura Hronca, Bratislava, Slovak Republic teaching English to children with poor eyesight.

SLOVAKIAN SERVICE: FROM DIGS TO DOGS AND MORE

by Juraj Cvecka and Jeremy S. Scholtes

We, the IB students of Slovakia, participated as a group in the first Slovakian CAS service programme last summer. We headed for Klastorisko, in the mountains, where the remains of a monastery built in the 14th century are found. The complex of buildings burned in the sixteenth century, leaving only ruins which are currently being excavated and restored. Our job was to help the archaeologists with their work. We lived there for a week in a cabin built on the ruins of an inn constructed in the Middle Ages. We cooked for ourselves in the wilderness, built wooden fences, transported water from a natural source, participated in excavations and guided tourists through the ancient relics. The trip was also our first class assembly, which helped us meet and become familiar with new classmates and teachers.

Regular CAS service began for most of us in early October. There is broad scope for activities in Bratislava, which is also the capital of the Slovak Republic. Consequently, the service projects of IB students here are diverse. Some of us work with the deaf, others with mentally disabled persons and some with juvenile delinquents.

A group of friends and I teach English to children who have eyesight problems. The children are rather young, about eight, and pretty lively. To keep the lesson entertaining, we occasionally bring guests - for an example of real American pronunciation we introduced them to a native speaker who is attending our school. When they learned how to count from one to ten, we asked a

classmate who plays the guitar well to join the lesson and play a song with numbers in it. We have to do our best if we want to attract their attention and it is necessary to prepare each lesson carefully. For example, we recently learned that it would be helpful if they could learn a bit outside the classroom. We are now preparing a tape for them, recording American English. They will be able to practise their English without straining their eyes or engaging an afternoon tutor.

Some of the International Baccalaureate (IB) students' CAS service activities are unique. Our classmate Linda is one of several enthusiasts who founded a search and rescue dog brigade in Bratislava. She trains English springer spaniels. The training period lasts more than a year; the dogs must gain a wide range of skills and be able to cope with various problems. They can then be put into action to save a human life. There is a shortage of such trainers for search and rescue dogs in Slovakia, hence Linda's involvement is really needed. Another group has devoted their CAS activities to work with the mentally handicapped. They visit a sanatorium and care for children and young adults up to the age of 26, playing games, drawing, or simply taking them for a stroll in the surrounding grounds.

Juraj Cvecka and Jeremy S. Scholtes are students at Gimnazium Jura Hronca, Bratislava, Slovak Republic.

PERSPECTIVES

MOORS ON THE COAST

by David Russell Barnes

The International Baccalaureate North America (IBNA) fall workshops have long been referred to by workshop leaders as "the flying circus". Leaders spend a week crossing the continent to train teachers new to the International Baccalaureate Diploma Programme. There is always a Canadian venue and the 1995 sequence started in Montreal, the largest town of the Canadian province of Quebec. Quebec is a part of the world where the IB has a strong presence, with 10 colleges offering the diploma and 12 schools following the Middle Years Programme. This presence explains the interesting fact that there are more French-language schools in the Americas region of the International Baccalaureate Organisation (IBO) than in the other two regions combined.

The excitement generated by IB workshop leaders inside the Hotel du Parc in Montreal was augmented by excitement immediately outside: speeches, rallies and demonstrations linked to a referendum on Quebec's future status. The referendum was held on the final day of the workshop. IB teachers and students were involved: the *Globe and Mail* interviewed newly-enfranchised diploma students at College Jean-de-Brébeuf as to their voting intentions. These were varied; federalists from Quebec or other provinces attended a unity rally in Place du Canada, separatists did not. Québécois teachers made a hurried departure at the close of the workshop to return home to cast their votes.

Well after the polls closed, into the early hours, the two sides were neck and neck, but the breakfast newspapers reported the narrowest of victories for the *no* vote: Quebec was to stay part of Canada. The editorial in Montreal's *La Presse*, which I read on my way to the airport, declared that the *no* side had won the vote but lost the argument. We were en route to San Antonio, Texas, the next venue for the flying circus. The town is some 200 miles from the Mexican border. The papers in San Antonio carried reports of a speech by House Speaker Newt Gingrich on the Quebec referendum. The headline ran, "Bilingualism is Dangerous"; Mr Gingrich, speaking in Atlanta, had argued that the growth of bilingualism was dangerous, that he was supporting legislation before Congress that would make English the official language of the USA, that all American children should learn English in the school system and that other languages should be secondary. Leaders of San Antonio's Hispanic community were incensed: *No hay Moros en la costa*, wrote one Spanish-language journalist, using a phrase first coined during the reign of Ferdinand and Isabella, literally meaning to see Moors on the coast but conveying the idea of seeing danger where there is none.



David Russell Barnes

I returned to my twelfth grade Theory of Knowledge (TOK) class at Atlanta International School with a sheaf of newspaper cuttings about the Quebec referendum. "It's not bilingualism that's dangerous so much as separatism," said one student, "Perhaps we need to clarify these terms." This group must have been well taught in eleventh grade, I concluded! Our discussions over the next few weeks ranged over issues of language and identity. We tested the idea of the neutrality of language, using excerpts from Steven Pinker's "**The Language Instinct**", against arguments that language is not a passive social phenomenon but rather an active power which has the capacity to alter social realities. A student from the former Yugoslavia gave a presentation on separatism. The dangers of divisiveness were addressed by students from other parts of the world where different languages and ethnic groups live together in varying degrees of harmony - a Swiss student leading the discussion, allied with her Welsh teacher.

What could be teased out of the word *separatism*? We discussed Francis Fukuyama's theory that the West's victory over the Soviet system meant the end of history. We looked at whether the outbreak of ethnic conflicts, especially in the former communist areas, might be seen as an atypical regression to 19th century nationalistic values. Was not the world of the information superhighway - most of the class were avid Internet surfers - propelling us even more rapidly into the international world of the global village? But who would be the ruling elders of the global

village? Might there be a positive side to separatism: in checking the power of the centre and promoting local democracy? A girl from the former Soviet Union asked why the one billion (at least) monolingual English-speakers on earth are so blind to other language loyalties? Why do monoglot English-speakers so easily mistake the imperial presence of their language for its neutrality? Heady stuff, those TOK classes.....

Atlanta International School has built a considerable reputation on the strength of a bilingual programme masterminded by founding headmaster Alex Horsley. All students learn a second modern language; language learning is supported by using the second language in the middle school to teach social studies. All class 11 and 12 students are in the IB Diploma Programme and the school is currently applying to use the Middle Years Programme.

The IBO policy of mother tongue entitlement for its international candidature - over 80 different languages for examination - speaks to the value placed on linguistic heritage; the world literature component demands a global perspective. The requirement to learn a second modern language, even for the English-speaker, focuses on the value of engaging with ways of thought different from one's own. The student of the 21st century will need to function along a line that runs from the local and national through to the regional and international, simultaneously, often several times in the course of a working day. The IB curriculums prepare students for this - and like a good TOK teacher they remain politically neutral, but are not value free.

David Russell Barnes was dean of studies and taught TOK at the Atlanta International School in Atlanta, Georgia, USA.

LES ÉCOLES BILINGUES

par J-P Ginestier

Un lycée bilingue est par définition non seulement bilingue, mais aussi biculturel ou pluriculturel. La question de langue et de culture, dans le monde moderne, est très importante, et peut mener d'ailleurs à des situations explosives justement parce qu'elle est mal comprise.

Les agitations sont souvent dues au fait que l'une des langues est minoritaire, ou bien rattachée aux classes sociales inférieures. L'une des méthodes de réduire ces troubles est de créer des établissements scolaires bilingues ou multilingues afin de former des éléments de la population qui comprendront, et seront fiers, des deux cultures de leur pays amenées par les deux langues. L'éducation bilingue pour un enfant est d'ailleurs non seulement un grand avantage comme préparation à la vie, mais aussi un enrichissement moral considérable.

La question importante, cependant, est que les établissements bilingues doivent être non-inférieurs, sinon supérieurs aux établissements monolingues dans le contexte des résultats scolaires. Bien entendu, ce serait ridicule d'acquiescer deux langues au rabais, ou au détriment d'une culture complète, plutôt qu'une seule correctement. Plusieurs expériences au niveau mondial ont montré qu'il est possible d'apprendre plusieurs langues sans handicaper l'étude de la langue maternelle.

De plus, dans les pays ou environnements "linguistiquement contestés", les établissements bilingues doivent être supérieurs aux monolingues du côté bonne entente et bonne compréhension entre les factions. En effet, ces

établissements ne doivent surtout pas devenir les centres de contestation entre les deux langues - au contraire, ils doivent devenir des centres de compréhension, d'harmonisation entre les deux phonies.

Conditions nécessaires pour la réussite d'un lycée bilingue

L'organisme créant le lycée bilingue doit avoir le *profond désir* de créer un établissement effectivement bilingue. Un lycée bilingue ne doit pas être tout simplement un véhicule pour introduire l'autre langue dans un environnement monolingue.

Le directeur de l'établissement, surtout, et ensuite autant de personnel d'administration, d'enseignement etc. que possible doivent, eux aussi, avoir le désir particulier de travailler dans un lycée bilingue. Idéalement, bien sûr, il faudrait que tout le personnel soit bilingue, surtout les professeurs, et certainement le directeur (il est toujours bon, dans un établissement scolaire, que les professeurs aient "plus d'éducation" que les élèves). Ceci peut être difficile à réaliser, mais à défaut on peut encourager fortement tous les membres du personnel à apprendre l'autre langue.

A défaut d'un personnel entièrement bilingue, il faut bien entendu avoir un certain équilibre entre les deux phonies; mais la langue qui est minoritaire dans l'environnement où se trouve le lycée doit y être renforcée.

Deux phonies entraînent avec elles deux cultures, et très souvent aussi deux philosophies, deux esprits différents d'enseignement. Dans un enseignement bilingue, il faut essayer de rapprocher ces divergences, en analysant la situation et en prenant le meilleur de chaque esprit. Cette harmonisation ne peut se faire effectivement que dans le cas où les deux phonies suivent sensiblement les mêmes programmes, pour préparer le même examen, qui doit être un bon compromis entre les formes d'examen des deux phonies. Il est vraiment difficile de créer un enseignement réellement bilingue dans cette condition. Si les deux phonies suivent séparément leur chemin, le "lycée bilingue" sera en fait deux lycées monolingues côte-à-côte.

Finalement, si le lycée a une vocation internationale, le personnel de chaque phonie devrait être choisi parmi plusieurs nations, ainsi bien sûr que les livres utilisés. On parle français non seulement en France, mais aussi en Suisse, en Belgique, au Canada, et ces pays publient aussi des livres scolaires en français. La langue française dans un tel lycée bilingue ne devrait donc pas être représentée que par des Français, et l'on peut dire la même chose pour toute langue internationale.

Le BI est multilingue de trois façons, et se trouve ainsi unique parmi les diplômes d'entrée à l'université du monde entier: en effet,

- le BI offre environ 80 langues différentes comme première langue (langue A);
- le BI peut se faire en trois langues: en français, en anglais, ou en espagnol;
- il y a un diplôme bilingue du BI: on peut l'obtenir soit en choisissant une langue A2 (compétence quasi-maternelle) à la place de la langue B, ou en préparant certains

examens dans une autre des trois langues officielles.

La TFS, l'école bilingue internationale de Toronto, est une école mixte, privée et laïque, préparant des élèves de la maternelle jusqu'à l'entrée à l'université. Elle a été fondée en 1962 par Anna et Harry Giles pour combler la lacune en éducation française ou bilingue dans la région de Toronto. Depuis lors, l'école a eu beaucoup de succès avec de nombreuses promotions d'élèves ayant acquis non seulement couramment la langue française, mais aussi avec de remarquables résultats en anglais, en mathématiques, en sciences et ainsi de suite. Ces élèves ont ensuite réussi dans des universités parmi les plus prestigieuses du monde. Avec plus de 1100 élèves sur deux campus, la TFS est depuis une décennie une des plus grandes écoles mixtes indépendantes du Canada.

La TFS cible le BI dans les deux dernières années du secondaire, tout en renforçant son aspect bilingue: plusieurs cours sont disponibles dans les deux langues, et chaque année, tous les élèves doivent suivre au moins deux de leurs cours dans chaque langue. Depuis le début, la TFS a créé un programme qui va au-delà des exigences de l'Ontario, couvrant le curriculum des huit premières années en sept ans, tout en appliquant les instructions officielles du ministère de l'éducation nationale de France jusqu'à la 10e année, où les élèves ont l'occasion de passer le Brevet des Collèges (DNBC).

A partir de septembre 1996, tous les cours des deux dernières années suivront les programmes du Baccalauréat International. Actuellement, l'école développe un cours de Théorie de la Connaissance bilingue pour la 12e année; l'engagement de la TFS est d'encourager au maximum les élèves à se présenter au diplôme bilingue du BI.

Ainsi, la TFS, qui a toujours eu un cursus largement bilingue, renforce son engagement envers le bilinguisme à autant de niveaux que possible. L'école serait ravie de partager ces idées avec d'autres, et serait heureuse de se joindre à d'autres pour discuter de l'avenir du bilinguisme dans l'enseignement.

J-P Ginestier est directeur des études à la Toronto French School.

Summary

Bilingualism is much more than simply speaking two languages: it represents a bicultural or even multicultural society. Efforts to promote bilingualism can, of course, become explosive - but generally only when one of the languages or cultures is viewed as inferior. Bilingual schools offer the possibility of redressing the balance by creating a population that is proud of its two languages and the cultures tied to them. A second language does more than just offer students an asset for their future - it is also morally enriching.

Anciens élèves de la TFS: bilingues depuis 1962



THE WOBBLY ROCK OF CERTAINTY

by John Mackenzie, chief assessor for Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) part of the International Baccalaureate (IB) Diploma Programme is often referred to as the backbone of the IB because when properly taught, it systematically asks students to consider their assumptions - hold them up for scrutiny - or at least be aware that they have assumptions. For most of us, our basic beliefs are either transparent, ie, we are not conscious of their existence, or, if we are, they are so dear to us that they simply represent the way things are. They are rarely questioned for this reason.

There is no better way of conducting this critical reflection than to examine the basis of our assertions in different areas - to question the enormous variety of claims that we make in the course of an ordinary day. Every assertion is an implicit knowledge claim, as one commits oneself to the truth of what is being asserted. We take this process a step further in TOK by examining assertions in the context of academic disciplines, or *ways of knowing*. By doing this, we seek to prepare students for a world in which what counts as knowledge shifts at what appears to be an increasing speed. A crucial objective of TOK is to become aware of assumptions and of the starting points on which the whole scaffolding is dependent, whether we do it by examining the most common of our daily assertions or a current hypothesis in science.

Sue Bastian, my predecessor, asked the participants of a TOK working party on internationalism at the Arden House conference in 1993 if we would be happy to see *internationalism* conceived as meaning that our students were capable of seeing themselves in a broader context and that we were preparing them for an increasingly interconnected world. We were asked to prepare contributions to the discussions. I responded affirmatively, not because *internationalism* has no other possible interpretations, but because "we could not achieve either of these goals effectively without making our students aware that there are different ways in which to legitimately interpret/ know the world, and still be sensitive to discourses other than their own".

Empathy, like any other skill, needs teaching. For some this can seem a worrying idea: a facile relativism that disarms us in the face of the many monstrosities we have witnessed in our own lifetimes, not to mention those shortly before.

It does not follow that if you are able to understand where others are coming from and to accept the legitimacy of their being different from you, you are therefore unable to criticise their assumptions and the consequences of these. Too often people feel they can only criticise from the vantage point of indisputable Truth! In other words, only if I can point to facts that are as solid as rock, can I know that others are wrong. It might be worth examining where this argument has led us historically; we might then say that

pointing to rock solid facts quickly leads to the throwing of rocks instead. Chilean biologist Humberto Maturana has argued that all claims that the facts speak for themselves and my assertions are not interpretations of the world but rather accurate descriptions. They are also demands for *obedience*: "You *must* agree with me if you consider the facts." It is also an ethical abdication - it is no longer the observer who is making the assertion, for which he or she is responsible - the observer is now merely a spokesperson for facts, as they are labelled.



John Mackenzie

If we accept that all we have are *interpretations* of the world, and not true *descriptions*, this does not mean that we must give all interpretations equal value. Any teacher of literature or philosophy knows that some interpretations are more equal than others, as do artists, scientists and historians. Standards are created to allow us to make these distinctions but they are not set in stone and are capable of evolving over time. One *can* examine the beliefs of another culture and find that they involve more suffering and cruelty than one is willing to accept. We *can*, as a result, decide that there are human beings with whom we would not wish to have dealings. We do not have to pretend that we are standing on the rock of certainty to do this. We can find other ways of making our case, where we examine the evolution of political society, for example.

If we allow ourselves to be caught in the *one truth* position, however, and see this as the only alternative to an *anything goes* approach, I cannot see how we could do justice to the IB's mission as outlined in a draft text created in 1994. It speaks of educating young people for "active world citizenship", defined as "the ability to interact peacefully and productively in a heterogeneous society, accommodating differences in nationality, culture, language, religion, colour, gender and other human characteristics." The way in which we may bring this about is by equipping "students with a deep understanding of themselves and others that will lead to the open-mindedness, empathy and tolerance required of a good world citizen, one whose knowledge of, and respect for, human differences is matched by a full awareness of human similarities."

Ten years ago, Jerome Bruner wrote the following:

"When and if we pass beyond the unspoken despair in which we are now living, when we feel we are again able to control the race to destruction, a new breed of development theory is likely to arise. I think that its central technical concern will be how to create in the young an appreciation of the fact that many worlds are possible, that meaning and reality are created and not discovered, that negotiation is the art of constructing new meanings by which individuals can regulate their relations with each other."

I could not write a finer "central technical concern" for Theory of Knowledge, as we move forward with our review of curriculum and assessment procedures. I have a sneaky suspicion that Bruner knew exactly what the IB was about!

Ed. note: "Actual Minds, Possible Worlds" by Jerome Bruner is published by Harvard Press (1986).

THE PUBLIC MAN, THE PRIVATE AFFAIR

One Friday afternoon not long ago, I received by private messenger service an envelope marked "personal and confidential." I was invited to a meeting "by invitation only" with Salman Rushdie. The meeting was on the Saturday morning and I had a couple of hours in which to phone a number and confirm that I would be attending. The invitation finished by urging me not to disclose the fact that the event would be taking place, nor its whereabouts.

Rushdie had been invited to the Santiago Book Fair by the Spanish publishers of his latest novel, "The Moor's Last Sight." His arrival was anything but what he would have wanted. The Chilean Government, who claimed to have been tipped off about possible threats to Rushdie's life, whisked him from the airport to a safe house and did not allow his presentation at the fair to take place. Despite his protestations and those of his publishers, the authorities stood by their argument that they had not only his safety to worry about but public safety as well. It was a frustrated Rushdie who faced our meeting over 48 hours later. "It's nice to have finally arrived" was his opening remark.

My arrival at the meeting was a reminder of Rushdie's day-to-day life: the street had been closed to traffic and guests had to go through checkpoints, then leave their ID cards outside. There was a distinct feeling that there were far more security guards and police outside the room than there were participants inside.

I must confess that this was an important part of the attraction for me. I have great admiration for Rushdie as a writer, but this meeting had an aura for me that came from being able to meet someone who had been forced to live under these conditions for as long as he had. I couldn't help but wonder what this would do to any of us; my eagerness was of the psycho-anthropological variety - and a *we're with you Salman* sense of solidarity.

Everything started horrendously late, I presume for reasons that were also related to security. I would like to share with you my impression of the human being I met. When one tries to imagine what it would be like to live as he has done for too many years now, one can easily understand the frustration and anger apparent in many of his writings or interviews. I was surprised by his apparent lack of resentment, his capacity to understand those who had condemned him as having done so for reasons that are *all too human*! He made the point that civilisation is a pretty thin veneer, which explains why civilised behaviour at times appears to be the exception, rather than the norm, and that all of us, if the right strings are pulled, might be capable of similar actions.

- JM

"PROPER WORDS IN PROPER PLACES..."

by Ellen Wallace, associate editor, *IB World*

There is worried talk in the corridors. Is World English upon us? A diluted, politically correct form of language where spelling and punctuation rules are broken - meant to appeal to everyone but in fact unacceptable to all? *IB World* makes reference to physics (and not Physics) this month and the new International Baccalaureate Organisation (IBO) curriculum guides talk about essays, not Essays. Worse, Roger Peel has been reduced to the IBO's director general. What happened to respect and where have the old rules gone?

Heated debates rage in many countries about the extent to which the English language should be flexible. Literary squabbles continue over the use of dialect: if it isn't *good* English, that is, standard English as defined by a respected authority, should it be banned or at least discouraged from print? Where do teachers draw the line when marking papers between good but colloquial English and neighbourhood English that does not make the grade?

More to the point, why do we care - and we *do* care. People get downright agitated about the language. Most of us are surprisingly attached to our ideas about spelling, punctuation and grammar, never mind turns of phrase. Where I grew up, we stood *in* line to drink at a water fountain. I left home at 18 and people in my new university town found that quaint: they stood *on* line at the bubbler. The British tend to abhor hyphens while Americans love to patch together words with them; Americans are bothered by too many capital letters while the British are fond of sprinkling their pages with upper case letters. Harvard *plays* Yale in football but Oxford *play* Cambridge at cricket.

This is not a transatlantic style battle between the two main blocs of English language users, however. It is parochial at best to believe today that there are two approaches to English, each with a set of hard and fast rules. There are too many cultural influences on English to ignore contributions from the world at large. I would not dream of correcting my mother-in-law in Zimbabwe when she says "just now" and means soon.

On the other hand, we need rules, or at least a few guidelines. Language anarchy defeats the purpose of language: to communicate. Teachers decide the rules for the classroom and editors determine stylesheets for their publications; both rely on the professional stylists who create dictionaries and define correct usage. The problem, of course, is that there is little agreement among the pros on prose.

That leaves the rest of us wanting to write or say the right thing and wondering how. We can stick by the rules of our youth. Your Queen might be my queen (in punctuation terms only) and my History (it is an Important Subject) covers the same topics as your history. Or we can opt for

flexibility. This seems to me a more appropriate choice for people in an international environment who espouse a philosophy where all cultures are appreciated. Easier said than done. I once lived in a village in western Ireland; it was called Carron according to the sign post at one end of town - and Carran if you entered by the other. I asked in the pub which was correct. "Both," villagers agreed. "There's more than one way of saying a thing." Some people would call this a lack of discipline but I suspect it explains why the Irish bring so much richness to the English language.

The minute you put words on paper you make choices, often an unconscious and emotional process. Writers are influenced by teachers, pride, a desire to show off, even a sense of ownership of the language. A favorite teacher praised me because I mastered the difference between fewer apples and less fruit in the bowl; I am appalled at my own smugness because most people get this wrong. An English friend was an excellent student of French; he loves food and was furious to discover recently that the popular use of *gourmand* and *gourmet* in France does not correspond to what he was taught 50 years ago.

These are laughable signs of human weakness and probably would not matter except that they can quickly turn into tools to exclude others. I insist we translate foreign phrases in *IB World* English texts because it is snobbish, not internationally-minded or cultured, to think everyone knows Latin or French. Many readers are multilingual, but perhaps in English, Spanish, Japanese and Swedish. We need to be aware of how and why we use English and to be more open-minded about how others use it. The phrase that rings true in one corner is seen as patently wrong in another. If a school in Britain puts on its Internet home page that it offers students tuition, it will be inundated with calls from Americans who think the school is free. No one is wrong here: there is simply a misunderstanding. Several years of Catholic education drilled it into me that we attended Mass, not mass. I do not agree now - but oh, how painful I find it to use a small *m*. Old habits die hard.

Editors must ensure that readers will keep reading and they do this in part by reducing physical distractions on a page. To this end they use stylesheets to maintain uniformity. There is now a widespread tendency in journalism to reduce the number of capital letters, hyphens, and any other type characters that break up a page and make it hard to read quickly. It is no longer enough to argue against change because war has always been war. Technology has changed the way we write but also the way we read. Studies show that people read less and they want to skim texts faster. Published documents today *must* make the reader's job easier or they will not be read.

IB World has chosen "The Economist Style Guide" as its basic stylesheet. The reason is simple: I have worked as a correspondent for several major American and British publications and used their inhouse stylesheets as well as five other published style guides. Each has its own quirks, its weaknesses and strengths. Each is geared to a particular audience. *The Economist* is the only publication which makes more than simple gestures towards an international readership, although it still has a British bias. The rationale for its rules makes sense for our readers, a growing number of whom are not native English speakers. This has nothing to do with whether or not one likes the magazine or even

its style; our choice is a reflection of our decision to make *IB World* accessible to all.

Does this mean we are creating a kind of World English? Absolutely not; we are choosing a style from among the many accepted around the world. *The Economist* is our starting point, not our Bible and thus you will see, for example, the odd combination of coordinators and co-operation. The first are well-known within the IBO and the second offers a pronunciation tip to those who need it.

...MAKE THE TRUE DEFINITION OF A STYLE"

("Letter to a Young Clergyman," Jonathan Swift, 1709)



Ellen Wallace becomes associate editor of *IB World* effective this issue. She is based near Geneva, Switzerland and has worked as a freelance journalist for several years in the USA, Ireland, France and Switzerland.

Among the publications where her work has frequently appeared: *Time* and *People* magazines, *Business Week*, the *International Herald Tribune*, the *Christian Science Monitor*, the *European*. Her most recent experience writing about education is with the International School of Geneva where she has been responsible for setting up a press service. She also regularly writes about finance, travel and wine.

IB PEOPLE

Tom Taylor, high school principal and International Baccalaureate coordinator at the International School of Kenya (ISK) for the past 10 years will become director of the North Vernon International School, Indiana, USA in July. Joining him as headmaster will be **Adrian Watts**, formerly of Greengates School in Mexico and currently of ISK.

Anthony Peiris is currently the world's longest serving International Baccalaureate (IB) coordinator. He teaches mathematics at the La



Anthony Peiris

Châtaigneraie campus of the International School of Geneva; 1997 marks his 25th year there as IB coordinator. Mr Peiris, who is from Sri Lanka, was the first Asian to obtain an advanced diploma in education from the University of York, in England. He then taught mathematics and physics at St. Sebastian's College in Sri Lanka; Nyeri High School in Nyeri, Kenya; and Kenya High School in Nairobi before joining the International School of Geneva.

IB Heads for Outer Space

by Ellen Wallace

The International Baccalaureate takes students many places but few diploma holders can make Julie Payette's claim: it sparked a career that is leading her into outer space. Ms Payette is just completing an intense water immersion programme inside a space capsule, part of her training for a space mission. She was selected for the Canadian astronaut programme in 1992 and two years ago participated in a seven day simulated space mission with three other astronauts. No date has yet been set for her to join a mission.

The astronaut will carry into orbit heavy baggage in terms of knowledge, accomplishments and awards, beginning with a scholarship in 1980 to the United World College of the Atlantic in South Wales, UK. She received the highest undergraduate honor at McGill University in Canada, the Greville-Smith scholarship and she graduated in engineering with distinction in 1986. Ms Payette continued to win honours and awards while working for IBM Canada as an engineer and while pursuing graduate degrees; in 1994 the Canadian council of professional engineers gave her its annual award for exceptional achievement by a young engineer.



Julie Payette

Space and electrical design are only part of her life. Ms Payette is also an accomplished pianist, solo vocalist and chorist who regularly performs with several groups. She participates in triathlons, skis, scuba dives and is a licensed pilot who recently completed a course in stunt flying. She is fluent in three languages, conversational in two and is now learning Russian - complements to her engineering speciality, speech processing.

IB en route vers l'espace

par Joëlle Brack

Un Baccalauréat international autorise bien des ambitions, mais peu de lauréats peuvent prétendre au parcours de Julie Payette: son IB a ouvert à cette jeune Canadienne une carrière qui va l'envoyer dans l'espace!

Julie Payette (33 ans) termine en effet un entraînement intensif de survie en capsule immergée, dans le cadre de l'instruction dispensée par l'Agence spatiale canadienne en vue d'une mission dans l'espace. Elle est la seule femme jamais sélectionnée par cet organisme, qu'elle a rejoint en 1992: deux ans plus tard, elle participait déjà à une simulation de mission spatiale d'une semaine, en compagnie de trois autres astronautes. La date de la mission effective n'est pas encore fixée.

La jeune astronaute canadienne emportera en orbite un bagage considérable de connaissances, de succès et de distinctions, dont en 1980 une bourse pour l'*International United World College of the Atlantic* au Pays de Galles, où elle a obtenu son BI, la bourse Greville-Smith (plus haute distinction de premier cycle de l'Université McGill de Montréal) remportée en 1982, et un Baccalauréat en génie en 1986. Mlle Payette a d'ailleurs continué à collectionner honneurs et distinctions en travaillant pour IBM Canada en tant qu'ingénieur, tout en poursuivant une formation de deuxième cycle universitaire. En 1994, le Conseil canadien des ingénieurs lui a décerné son Prix annuel pour accomplissement exceptionnel par une jeune ingénieure.

Mais l'espace et le génie électrique ne sont pas les seuls talents de Julie Payette, qui est également une pianiste reconnue, une soprano soliste ou choriste se produisant régulièrement en concert, une sportive pratiquant aussi bien le triathlon que le ski ou la plongée sous-marine, et une pilote professionnelle spécialisée depuis peu en acrobatie aérienne. Elle maîtrise couramment trois langues, en parle deux autres et étudie actuellement le russe, compléments presque naturels à sa spécialité d'ingénieur: la recherche sur le traitement de la parole.

TOP PRINCIPAL LISTENS AND LEARNS

Coloradan chosen as nation's best

by Tamara Henry USA TODAY

Article reprinted with permission from USA Today

Colorado principal Mary G. Jarvis, who derived strategies from her own troubled childhood to motivate even the most difficult student, today was named National Principal of the Year.

Jarvis, principal of Smoky Hill High School in Cherry Creek since 1988, is known as "Dr. J." to the 2,760 students and 250 employees at Colorado's second-largest high school. Parents and students say her open door policy draws students like a magnet when they need help with difficult issues or just want to talk.

"The relationship is: I love my kids. But I am not their best friend. And I never will be," says Jarvis, a St. Louis native who strongly believes in administering discipline, second chances when appropriate or expulsion when necessary. "I try to listen a whole lot more than I talk, and I try to ask the right questions. A lot of times in public education, I don't think we ask the right questions."

When Jarvis was 10 years old, her mother died. Her father was an alcoholic and her grandmother tried to help raise her "but she was never home." She tells the story of how, just for fun, she smashed a plate-glass window as a high school sophomore; when the window was boarded up, she wrote her name on it so everyone knew the culprit.

"I knew I would either become a success in this world or a failure - I'd either make it or I'd be in jail," Jarvis says.

A teacher worked with Jarvis to put her on track. She earned bachelor's, master's and doctorate degrees from Southern Illinois University, Carbondale, and began her career as a physical education teacher. Jarvis' award comes 20 years to the month after she became the first female assistant principal in the 23 districts around St. Louis.

Jarvis was selected the nation's top principal by the National Association of Secondary School Principals and its co-sponsor, MetLife, an insurance firm. Her school receives a \$7,500 grant. She was recognized in October as the Colorado State Principal of the Year and was awarded \$2,500. A total of 52 state principals, including those from the District of Columbia and New York City, competed.

Jarvis' leadership style is driven by a career-long goal of finding and "saving" children at risk of failing, she says. Smoky Hill boasts a freshman attendance rate of 95% and a graduation rate of 93.7%. She credits several factors:



Dr. Mary G. Jarvis

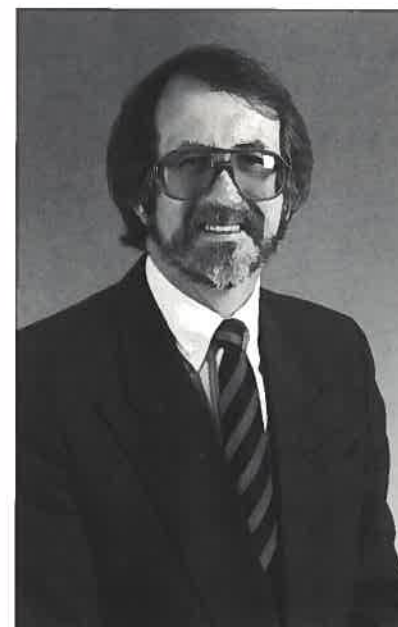
- Smoky Hill was the first in the state to try a one-on-one tutoring program for students at risk of failing. This so-called academic coaching has become a model for a \$1 million kindergarten-12th grade district program.

- An Inter Ethnic Advisory Committee consisting of students, parents, teachers, the police and other community officials was created to stem serious racial problems.

- A special committee of students, drawn from every school organization, club and clique, was formed to deal with dress code issues.

- The International Baccalaureate Program was implemented to supplement the school's Advanced Placement classes. And an extensive Media Center now includes access to the Internet.

PERSONNEL FILE



Clive Carthew

Clive Carthew has been named director of research and development for the International Baccalaureate Organisation. Based in **Cardiff**, Mr Carthew served from 1990-1995 as IBO director of examinations. He graduated in the UK in Spanish and Italian, holds a master's degree in curriculum management and assessment, and is a fellow of the Royal Society of Arts.



Lawrence Njoroge

Lawrence Njoroge, IB coordinator at St. Mary's School in **Nairobi**, is the new IBO regional representative for Eastern and Central Africa. Educated in Kenya and at Exeter University in the UK, Mr Njoroge teaches IB mathematics courses and Theory of Knowledge. He will

report to the regional director for Europe/Africa/Middle East based in Geneva.

A number of new colleagues have joined the curriculum and assessment centre staff at **Cardiff** including four new administrative officers in the examination administration department (EAD): **Les Hadley** oversees the stores, post and despatch. He spent over 14 years in the Forces Postal and Courier Services at various locations throughout the world. **Ann McKeough**, originally from County Clare, Ireland works on the help desk. She did her degree in modern languages (French and Spanish) at the University of the West of England. **Eric Parry** moved to Wales from France in 1987. He has studied European languages and business administration and is working part-time on a business degree. **Karen Hickabottom** joined the team in January after four years at Thompson Holidays and a year at Disneyland in Paris. She speaks French and Spanish. **Leanne Williams** is an administrative assistant in EAD having previously worked at the Inland Revenue in Cardiff.

Sarah Bowen is assigned to group 4 science subjects and extended essays. An administrative officer in EAD since 1994, she has a degree in modern languages (French and Spanish) and has completed an intensive secretarial course. **Andrew Phillips** has been with the IB since January 1995 and has a degree in genetics from Manchester University. He is currently handing over despatch duties to Les Hadley and is now assigned to some group 6 subjects and Theory of Knowledge.

Emma Gwen and **Catherine Weber** both work as administrative officers supporting the subject area managers in groups 3-6. Emma has qualifications in French and word processing and has worked for Cardiff City Council. Catherine graduated last year from Exeter University with a degree in biological sciences. **Kate Jenkins** graduated in

French and linguistics from Reading University in 1994 and works as an administrative officer in languages (groups 1 and 2). Before joining the IB she worked for a company specialising in translation services for business.

The curriculum support team (CST) has two new administrative officers. **Sian Williams** has qualifications in business and finance. Her previous job was with the Infocheck Group as a credit analyst. **Kristian Davies** has been working with IB publications since February. He is interested in business administration and intends to continue his studies part-time to degree level.



Tracy Russell

Two staff members have new assignments in the computer services section. **Tracy Russell** has been with the IB since May 1994 and is now responsible for enquiries upon



Sasha Taylor

results. **Sasha Taylor** joined the IB in November 1993 and is responsible for registrations. **Kelly Kerr** is a new administrative assistant in the section. Kelly has worked in the treasurers department of Mid-Glamorgan County Council.

LETTERS TO THE EDITOR

Screams And More Screams

David Barnes's article ("Why Mrs Jenkins Screams", *IB World*, December 1995), on the surface speaks out for equal opportunity for male and female students and addresses the issues of gender bias and gender stereotyping in relation to textbooks, teaching practices and student choice of subject. It speaks to a changed and changing society, suggesting a revision of textbooks and terminology and suggesting that students be encouraged such that there will be equal numbers of males and females choosing the various subjects. All of this seems a relevant and critical reflection and yet, as I read, I felt a scream rising within me, perhaps as Mrs Jenkins did.

While I agree that if social stigmas were overcome we would surely have a more balanced number of males and females in all subjects, more representative of students' true talents and interests, I question the use of the words *hard* and *soft* in relation to specific subjects. In a world where some of the most important advances are taking place in the field of medicine and some of the most competitive and prestigious jobs are in fields which combine the sciences - such fields as environmental engineering, bio-mechanical engineering and genetics - I find it illogical to use the word *soft* in connection with biology. Is this not itself a gender-biased choice of terms?

In the correlation of changes being made in the world of work with changes that could improve the world of education, he suggests that hierarchical, aggressively competitive structures are a result of men and that by drawing upon feminine insight we can restructure companies, organisations and evaluation methods to function cooperatively and with greater flexibility. But, is aggressiveness a male characteristic and cooperativeness a female one? Is this not gender-stereotyping?

Finally, in his conclusion, the author looks to the "feminine principle" to save the world from

the imminent destruction brought on by "masculine hard" values. Ah, you give woman too much credit. Does this not simply mirror the view of woman as a "moderating, restraining influence," a view which the author claims "reflect[s] dominant male attitudes to women" in the late 19th century?

I would suggest that, in fact, the author's language, comparisons and conclusion are laden with the very gender bias he wishes to combat. I do not differ from the author in believing that a more equally balanced education is to the benefit of us all, that it is important for all, male and female, to have the opportunity to realize fully their potential, and that this ultimately will give people a more secure and therefore more flexible foundation from which to interact with others. Unfortunately, I believe that his presentation of these ideas has only hindered the process.

Margaret H. Bünzli
IBO Headquarters
Geneva, Switzerland

A Mystery Unmasked

International Baccalaureate (IB) co-ordination can be a varied and interesting job, so much so that one of my colleagues suggested a job description of "If it walks, talks or comes complaining down the drive it's yours!"

Last summer I enjoyed a new and pleasant experience, one which gave me an insight into a stage of the examination process I had no experience of - the final grade awarding. I was one of two teacher observers invited to sit in on the deliberations of the final award committee prior to the release of the May results. This meeting is chaired by the chief examiner; there are representatives from the bureau of examiners and the International Baccalaureate Cardiff (IBCA) office. It is the final stage in the examination process and deals with special

cases which are not directly covered by the standard operating procedure. I had little idea what to expect when I arrived at IBEX (as it then was called, IBCA now) and I was most impressed with the thoroughness which went into all aspects of the day's proceedings. At this late stage individual candidates with particular problems or who had sat examinations under unusual circumstances were still having their grades checked before their diploma was finally awarded.

Two main features stood out for me. One was the desire to treat each candidate fairly and the other was the maintenance of the integrity of the whole examination process. What should you do when candidates may have been advantaged by incorrect procedures adopted by their examination invigilator? On the one hand it is unfair to penalise candidates because of circumstances beyond their control, yet on the other hand you have to ensure that grades are earned and not just given in sympathy.

The process was greatly facilitated by having all the marks for all components of each candidates' subjects immediately available on a large screen, direct from the computer. This technology allowed informed decisions to be made about the knock-on effect on a candidate's overall result as a consequence of the smallest change in marks.

The whole examination process can be seen as a black art, and while I would not pretend to understand the innermost workings of the IB system at least I can speak with renewed confidence on this aspect. I am grateful for the opportunity I was given and would urge others to seize the chance to act as teacher observers if it is offered.

My other experience happened a few years ago and was not at first as pleasant. We were in the middle of examinations and the chemistry examination was due to start in fifteen minutes. Our candidates waited outside the room until told to enter. When I opened the door to

admit them I was most surprised to meet an IB representative from our regional office. She explained that she had come to observe our examination administration to ensure that we were complying with the regulations. Fairly confident that we were, I ushered her to a spare seat (it was a good job it wasn't mathematics or

she may have had to stand at the back!) and started the examination. Once the candidates had begun work we left them to continue and she checked our secure storage of papers, invigilation timetable and other minutiae. The experience was at first slightly alarming but it is good to realise that the IB does check

up on schools, at random and without warning, to ensure that correct procedure is adopted.

Roger Fletcher
Director of Studies
United World College of the Atlantic,
Wales

UNIVERSITY RECOGNITION IN PERU

The Universidad Peruana Cayetano Heredia in Lima, Peru, now recognises the International Baccalaureate diploma. A formal agreement was signed by Carlos Vidal Layseca (right), rector of the university, and Peter Stoye, IBO regional director for Latin America.



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FIFTH WORLD STUDENTS' CONFERENCE

'Homo Faber Australis'

BRISBANE BOYS' COLLEGE

6th-20th July 1996

Queensland: Australia's Great Barrier Reef State. Queensland has a typical tropical to subtropical climate. Winter is June - August and in winter Queensland has one of the world's most delightful climates. The days are usually fine and sunny with mild to warm temperatures.

Brisbane: Australia's Sunshine Capital, gateway to some of Australia's best beaches, surf, natural wonders and wildlife. Brisbane enjoys a warm sub-tropical climate most of the year. A relaxed modern city of 1.3 million people, situated on the picturesque Brisbane River.



Programme

6-10 July

IB teachers and students in combined workshops.
IB teachers and students in separate workshops.

11 July

Teachers' conference concludes

11-13 July

Students activities:

- The Physics and Chemistry of Dreamworld
- Sound Stages at Movieworld
- Rainforest Ecology
- Fun at Wet 'n Wild

14-20 July

Cairns Workshops:

- Aboriginal Theatre
- The Reef
- Aboriginal School
- The Daintree Forest
- Special Railway

20 July

Student Exploration of Australia

Registration Costs:

Approx US\$500

Contact:

Your IB Co-ordinator
Conference Organiser,
Christopher Collette:

(Australia)

Work: (61 7) 3377 3570

Home: (61 7) 3378 6802

Mobile: (61 41) 496 2549

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INTERNATIONAL BACCALAUREATE ORGANISATION TEACHER TRAINING AND CONFERENCE CALENDAR 1996/97

Date	Region	Place	Event/Subjects	Date	Region	Place	Event/Subjects
APRIL 96				19 - 20	Americas	Santiago Chile	Teacher Training English B, Information Technology in a Global Society Group 4 changes
10 - 14	Americas	Montevideo Uruguay	Annual Regional Conference Latin America	23 - 24	Americas	Buenos Aires Argentina	Teacher Training English B, Group 4 changes
MAY 96				26 - 27	Americas	Sao Paulo Brazil	Teacher Training English B, Extended Essay Group 4 changes
1 - 2	Europe/Africa/Middle East	Amman Jordan	Council of Foundation	SEPTEMBER 96			
JUNE 96				2 - 6	Americas	Rio, Sao Paulo, Buenos Aires, Lima	University Fairs
13 - 15	Americas	Asunción Paraguay	Teacher Training Extended Essay	20 - 22	Americas	Bogotá Colombia	Sub-regional Conference Andean IB Association
28 - 29	Americas	Luján Argentina	Introductory Seminar Diploma Programme	20 - 22	Europe/Africa/Middle East	London United Kingdom	Teacher Training History, Geography Psychology, Economics Philosophy Social Anthropology Business & Organisation Information Technology in a Global Society
JULY 96				25 - 28	Americas	Baltimore, MD United States	Special Subject Seminar Experimental Sciences Psychology
1 - 5	Europe/Africa/Middle East	Warsaw Poland	5th IB Summer Workshops For teachers new to the IB All IB subjects IB Coordination	27 - 29	Americas	Buenos Aires Argentina	Teacher Training
6	Asia/Pacific	Brisbane	Introductory Seminar	OCTOBER 96			
6 - 20	Asia/Pacific	Brisbane Australia	IB World Student Conference	4 - 7	Europe/Africa/Middle East	Stratford-upon-Avon United Kingdom	Teacher Training Theatre Arts
7 - 8	Asia/Pacific	Brisbane Australia	Sub-regional Conference Association of Australasian IB Schools	12 - 14	Europe/Africa/Middle East	Copenhagen Denmark	Heads & Coordinators Meeting (En/Sp/Fr)
9 - 11	Asia/Pacific	Brisbane Australia	Teacher Training English A1, Geography History, Biology, Chemistry Physics, Maths HL/SL Theory of Knowledge Librarians, IBNET	17 - 19	Americas	Atlanta, GA United States	Teacher Training
9 - 12	Americas	New York United States	Teacher Training Summer Session United Nations International School	24 - 26	Americas	San Diego, CA United States	Teacher Training
19 - 22	Americas	Monterey, CA United States	Annual Regional Conference North America & Caribbean	AUGUST 96			
8 - 10	Americas	Asunción Paraguay	Teacher Training Theory of Knowledge	16 - 17	Americas	Lima Peru	Teacher Training History, Geography Group 4 changes

Continued on next page...

Date	Region	Place	Event/Subjects
NOVEMBER 96			
1 - 3	Europe/Africa/ Middle East	San Sebastián Spain	Seminarios en España Historia, Geografía Economía, Filosofía Biología, Química, Física Latín, Actividades CAS Inglés B
7 - 9	Americas	Québec Canada	Teacher Training
15 - 17	Europe/Africa/ Middle East	Birmingham United Kingdom	Teacher Training Mathematics HL Advanced Mathematics SL
21	Europe/Africa/ Middle East	Nice France	Introductory Seminar Middle Years Programme
29-1 Dec	Europe/Africa/ Middle East	Rome Italy	Teacher Training Italian A1, German A2 English A2, French A2 Italian B, Art/Design & Music

JANUARY 97			
27 - 28	Americas	Mexico City Mexico	Teacher Training Spanish A1, Mathematical Studies/Methods, Psychology English A2 Extended Essay, Economics
30 - 31	Americas	San José Costa Rica	Teacher Training Spanish A1 Mathematical Studies Theory of Knowledge Mathematical Methods Extended Essay

FEBRUARY 97			
3 - 4	Americas	Bogotá Colombia	Teacher Training Spanish A1 Mathematical Studies Theory of Knowledge Mathematical Methods Extended Essay

Date	Region	Place	Event/Subjects
7 - 8	Americas	Ecuador	Teacher Training Spanish A1 Mathematical Studies Theory of Knowledge Mathematical Methods Extended Essay
20 - 22	Europe/Africa/ Middle East	Dubai U A Emirates	Teacher Training Arabic A2, Arabic B French <i>ab initio</i> Arabic <i>ab initio</i> , Group 4 Math Methods, Math Studies Art/Design, Computer Science History of the Islamic World CAS, MYP for new & interested schools

MARCH 97			
12 - 16	Americas	Vancouver Canada	Special Topics Seminar CAS, Counseling, Librarians
14 - 16	Europe/Africa/ Middle East	Prague Czech Republic	Teacher Training CAS Activities

APRIL 97			
24 - 27	Europe/Africa/ Middle East	Madrid Spain	Teacher Training Introductory day (24th) Middle Years Programme (En/Sp)

JUNE 97			
30-4 July	Europe/Africa/ Middle East	Ljubljana Slovenia	6th IB Summer Workshops For teachers new to the IB All IB subjects IB Coordination

JULY 97			
25 - 28	Americas	San Juan Puerto Rico	IB Americas Regional Conference

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FROM THE EDITOR

EDIFICE COMPLEX



Pages five and six of this edition of *IB World* feature a landmark decision in the history of the International Baccalaureate Organisation: the first-ever purchase of a building in which to house a large segment of the IBO's work and the majority of its staff. Named for the founding director general, Peterson House will be in operation when this reaches your desk.

As noted in an accompanying piece by Andrew Bollington, information technology project manager, the new site in Cardiff will make use of all the latest equipment and services as the IBO positions itself to manage greater volume and increasing demands on the eve of a new era. If there is one permanent feature on the agenda it is the challenge of change and the constant need to anticipate physical space and staffing requirements for the delivery of professional services. As attractive and well-equipped as Peterson House is at the moment, it is entirely possible that we will be looking to expand even further within the next several years.

This dynamic tension between permanence and change, stability and innovation characterises every aspect of our work. Another example involving the use of space in a different sense surfaced recently as we set about to improve the physical appearance of the IB diploma, the actual piece of paper the student receives upon successful completion of the programme. Better paper and print quality, a handsome presentation folder - those considerations were clear enough. What became a headache from the aesthetic or design point of view was the established pattern of including the three official languages (English, French and Spanish) all on the same

document. Well, okay. But what happens when Chinese or Japanese or Arabic and other interesting scripts are added in a true burst of internationalism beyond traditional Western linguistic roots? A diploma the size of a bath towel? Microscopic print? Word salad?

The language issue is more than a cosmetic one and tends to become emotional in about twelve seconds: seen to be the shaper and conveyor of identity, it cuts quickly to the question of who is included and who is excluded, and what the IB's own self-understanding is all about. Bearing in mind that the diploma is a personal document meant for the student and his/her wall (the university gets an official transcript of grades), one can imagine all sorts of permutations - costly and difficult to administer - if a choice of three languages per diploma were entertained. What would you request if you were, say, an Argentinian student in a state school? Spanish for sure. English is probably next. Then why not take a flier and go for Arabic or Chinese because it looks cool and says world community?

Some have suggested the simpler option of offering a customised diploma in a single language chosen from among the half dozen already mentioned: English for the English, French for the Québécois, etc. The problem with this is that it flies in the face of IBO philosophy. Associate editor Ellen Wallace notes in her piece on the IBO's origins in Geneva that a goal of the early years was to teach students together rather than pull them apart along national lines. Even today, perhaps especially today, a key concept in the evolving mission statement is the celebration of a common humanity rather than an undue emphasis on the differences that divide. Including a language other than one's own is an important symbolic gesture and serves as a reminder that the IB diploma holder is part of something larger than the school, the town or the country.

All of that being said, my personal preference (chance of success: *nil*) would be to opt for a diploma in Latin until the inclusion of non-Western languages becomes a reality. This has the delightful advantage of putting nearly everyone at an equal disadvantage (83 students took an IB Latin examination in 1995) while being consistent with the IB's decidedly classical heritage. When in doubt about *ab initio* languages, consult your *Vade Mecum* or ask an *ad personam* member of the Council of Foundation. Surely an inventive solution to the diploma dilemma would be a suitable *homo faber* topic for the Middle Years Programme and would look great on the *curriculum vitae* in later years. Peterson House may not be built of stone, but the deeper structures of the organisation's conceptual history are likely to endure for a long, long time.

Nancy B. Weller

IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANISATION

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Letters for publication must be signed and may be edited for length and/or clarity. Preference will be given to letters of 500 words or less in order to ensure a wide range of voices.

One of the objectives of *IB World* is to present interesting, thought provoking material, even though it may be controversial. Publication of material does not necessarily indicate endorsement of the author's viewpoint by

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IB HEADS FOR OUTER SPACE

IB diploma holder Julie Payette is training with the Canadian Astronaut Programme.

Story page 49.

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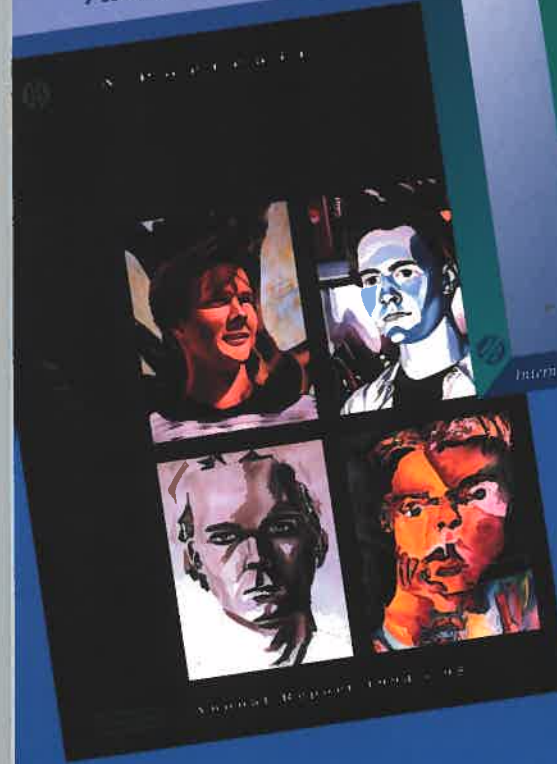
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